

**STUDENTS' EXPERIENCES OF USING DUOLINGO APPLICATION  
IN LEARNING SPEAKING**

**A Thesis**

Submitted as Partial Fulfillment of the Requirement  
For Getting *Sarjana Pendidikan* of English Education Study Program



By

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2024**

**APPROVAL SHEET**

**STUDENTS' EXPERIENCES OF USING DUOLINGO APPLICATION  
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## STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Rangkasbitung, 24 December 2024

The writer,



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## **MOTTO**

Don't be afraid to be wrong, because with the first mistake we can gain knowledge to find the right path in the second step.

**-Buya Hamka-**

## **DEDICATION**

Gratefully and thankfully, I dedicate this thesis to:

1. My eternal love, ALLAH SWT, who gives me the breath of life till this time and always protects me with all this Greatness.
2. My beloved parents, Mr. Sunarya, and Mrs. Ami, thanks for your advice, love, prayer, support, and always encourage me in finishing my study. And also my brother Mr. Muslim, and my family thank you so much. And not forgetting my boyfriend Mr. Vian
3. My supervisors, Mrs. Nurul Afiyattena, M.Pd. and Ms. Siti Hanna Sumedi, M.Pd., who give me support, input, and advice and help me in finishing this thesis. Thank you very much Ma'am.
4. My beloved classmate all friends of PBI student, thank you for your support
5. All those who have helped the researcher to complete the thesis which may not be mentioned one by one
6. In Inayah, I'd like to thank myself for assuming the duty of completing the task you began. I appreciate my persistence.

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Sincerely I really appreciate and address my gratitude especially, to my beloved father (Sunarya), my beloved mother (Ami). My special gratitude goes to my first consultant, Nurul Afiyattena, M.Pd. and my second consultant Siti Hanna Sumedi, M.Pd. who not only guided, give advice, supports, as well as criticized me in a very qualified manner, but also motivates me thoroughly with their (Mrs. Nurul and Ms. Hanna) leadership I could learn much from them. A great appreciation and thanks will also go to all of my lecturers at the English Language Education Study Program of La Tansa Mashiro University who had given me beneficial knowledge and had taught me lovingly and patiently.

Finally, I believe this thesis is far from perfect; however, it is hoped that it will be useful and contribute to the English teaching process, especially in teaching speaking students in this digital era. Therefore, I greatly appreciate any criticism, ideas, and suggestions for the improvement of this thesis.

Rangkasbitung, .....

Iin Inayah

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## **LIST OF KEY TERMS & ABBREVIATION**

1. EFL : English Foreign Language
2. ESL : English Second Language
3. MAAL : Mobile-Assisted Language Learning

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# **STUDENTS' EXPERIENCES OF USING DUOLINGO APPLICATION IN LEARNING SPEAKING**

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## **ABSTRACT**

This study aimed to explore students' experiences in using the Duolingo application to learn speaking skills. A qualitative approach with a narrative inquiry design was used, involving 8 students from a private junior high school in Indonesia as participants. Data were collected through interviews and reflective journals and analyzed using thematic analysis. The findings from this study revealed two main aspects of the students' experiences. The first relates to students' intrapersonal experiences while learning speaking using Duolingo. Most students reported positive experiences, stating that they were happy, enjoyed the process, found it helpful, and felt motivated and enthusiastic when using Duolingo. However, in terms of interpersonal experiences, students mentioned that they interacted less with their peers or surroundings due to the app's focus on individual speaking practice. The second finding relates to students' perceptions of their speaking ability. Most students expressed a strong interest in improving their vocabulary and pronunciation while using Duolingo. The students reported that Duolingo exposed them to many new words and provided clear and real-sounding pronunciation, which they found beneficial to their learning process. The impact of using Duolingo is very beneficial for students, not only is it interesting this application can also helped students learn in learning English. Especially in speaking, as well as providing a positive experience for using Duolingo when learning.

*Keyword: Duolingo, Students' Experience, Learning Speaking*

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of the Study**

English is a language used as a medium of communication and as the first international language to interact with other people. Currently, English is still one of the first concerns of teachers in developing students' English skills, especially in speaking. According to Dearestiani et al. (2023), speaking is considered to be the most crucial ability for learning a foreign or second language among the four essential language abilities. However, a number of students demonstrated that speaking is hard. This could be due to a lack of student enthusiasm for learning, limited scheduled time, insufficient resources and materials, and the fact that students have previously listened spoken English as extremely difficult. According to Fitria et al. (2023), speaking problems are still a significant problem faced by EFL learners in Indonesia. Many students feel that English is difficult and ultimately have no desire or interest in learning English, especially in speaking.

Those problems reflect the problems that the researcher found on her pre observation, most of the students have difficulty when speaking English. Such as difficulty of pronouncing sentences in English, difficulty of constructing the grammar in the sentence, difficulty of selecting vocabularies in speaking, and lack of interest or enthusiasm when learning speaking. This problem is in line with Niah & Pahmi (2019), who said that a lot of students are terrified of speaking and they are hesitate to practice in front of the class. These reasons account for why many students are afraid to use English in class. It is indisputable that students ought to

regularly practice their English. As a result, teachers have a responsibility to help students develop their problems. Even though there are many shortcomings in speaking, the best way to be accustomed in speaking is keep practicing. According to Haryudin & Jamilah (2018), speaking English is a global language that requires a lot of practice to become fluent in. Not only keep practicing, the use of teaching media while teaching and learning speaking is necessary to gain students' interest and comprehension. One of the ways to improve their ability to speak is the availability of media and must be practiced both inside and outside of the classroom. According to Yana (2021), one digital tool that can be used for EFL instruction both inside and outside of the classroom is Duolingo.

One of the assistances offered by the teacher at Islamic junior school is the use of Duolingo application for speaking. According to Windya et al. (2023), the main problem that often arises in learning to speak in junior high school is having relatively low English' speaking skills or skills that need to be strengthened, which this research helps students to overcome speaking difficulties through the use of Duolingo application. The teacher's initiation to use Duolingo as a learning medium is expected to help students in learning English especially the practice of speaking features available in the app that can be used in class. This application has been implemented by teachers and students in eight grade of private junior high school for approximately one semester. Therefore, the researcher tried to investigate their experience when learning to speak using Duolingo to see the problems experienced by students in their speaking skills.

Duolingo is an application that is used as a learning medium, this application presents as an easy and fun learning media for students, thus providing an interesting experience and helping to improve students' speaking skills. Duolingo is an application that provides an entertaining and straightforward platform for learning various languages. Ahn and Hacker found a free mobile language-learning apps called Duolingo in 2020. Dearestiani et al. (2023) stated that students can enhance their speaking abilities by utilizing the Duolingo application, which includes both written and audio learning. The application's microphone allows students to immediately practice speaking. If every word they say is accurate, they will receive points indicating that their speaking ability has improved and accurate. According to Fadilah (2023), Duolingo application is known to make students happy in learning English because of its game and sound features and other advantages. This is what makes students feel comfortable and not bored, thus making students happy in learning.

Duolingo can be used as an alternative learning media to make students have an interest in learning English. Moreover Fitria et al. (2023), mentioned that 90% of students say that using the Duolingo app to learn improves their ability to speak English. Additionally, vocabulary is the area of speaking skills that has the most improved skill, followed by other areas like pronunciation, grammar, and fluency that have increased significantly. Students who use Duolingo are aware of the benefits of using ICT to aid in their English language learning. According to Jaelani & Sutari (2020), on their research, most of students preferred learning English vocabulary using Duolingo application some advantages that can be taken from the

use of Duolingo application as a media in learning English vocabulary, such as they are easy to understand the material, they were more excited and motivated in learning English vocabulary, Duolingo can eliminate boredom in learning and also encourage students of new idea in learning. The students believe that learning English language skills can be facilitated by using Duolingo. Due to many initial studies focusing on students' achievement in learning English, especially achievement in several English skills using Duolingo, this study tries to fill the gap in regard with exploring the experience of students in practicing English speaking through Duolingo application.

### **1.2 Identification of the Problem**

Based on the background of the study above, the researcher has identified several problems, as follows.

1. Students find difficulty when pronouncing sentences in English.
2. Students find difficulty in constructing terms of grammar in spoken English.
3. Students lack interest or enthusiasm in learning English.
4. The Duolingo app has already implemented in eight grade of Islamic Junior high school for about one semester yet the students' responses are varied

### **1.3 Limitation of the Problem**

To narrow down the search area, the current research focuses on students' experience of using the Duolingo application in speaking English

### **1.4 Formulation of the Problem**

Based on research background and research identification. The problem is formulated as follows: How do students' experiences while learning speaking using the Duolingo application?

### **1.5 Objective of the Study**

This study objective is to describe students' experiences while learning speaking using the Duolingo application.

### **1.6 Significance of the Study**

There are several advantages of this study in terms of theoretical and practical, as follows:

#### 1. For teachers

The results of this study will be useful for English teachers who might use the Duolingo app when teaching speaking.

#### 2. For Students

This research will help students to know the extent of the experience students have when using the Duolingo application in learning to speak.

#### 3. For Further Researcher

The results of this study can be an idea of reference for researchers in the use of Duolingo applications. Future researchers researching in related fields can develop or dig deeper into the aspects that have been studied. For example, they can further explore the effect of Duolingo application in learning to speak or other abilities, in addition to comparing the use of Duolingo application with other applications in learning to speak. By doing this, these researchers will be able to contribute more thoroughly to our understanding of the use of Duolingo application in English language learning.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Speaking**

##### **2.1.1 Definition of Speaking**

Speaking is a communication activity to convey messages, this speaking skill is the most important component because by speaking, a person can communicate, channel ideas and give opinions. Besides that it can provide convenience in understanding something. Therefore, Speaking is one of the skills that must be mastered by students, because speaking skills are one of the most important aspects among other skills. According to Bukit et al. (2024), one of the four language skills, speaking, is the fundamental way that language is used as a tool for communication. It is crucial that students exercise their ability and comprehension, as well as their word spelling and idea transmission skills. To make the process of their comprehension easier in this instance, the students' enthusiasm and interest are crucial. According to Rao (2019), the ability to speak is the most crucial one for learning a foreign or second language. It can be concluded that speaking ability is still a major issue in learning English, considering that some of the skills that must be mastered by students ranging from listening, reading, writing, speaking skills are still a common discussion that is more concerned in learning English.

##### **2.1.2 Component of Speaking**

In learning to speak English, there are several components that must be considered so that our abilities become better and structured. According to

Pakula (2019), speaking involves both cognitive/individual and social interactive dimensions, and key components are fluency achieved through practice, knowledge of formulaic language, and the range of communicative competences needed for effective oral communication. The models and frameworks help define speaking abilities and inform how they can be taught. Here are some components of the speaking aspect Based on Brown (2004), four components have a major impact on speaking ability: grammar, vocabulary, pronunciation, and fluency.

1. Grammar

Grammar is the structured rules that govern the composition of sentences, phrases, and words in a language. Grammar assessment will involve measuring the learner's knowledge and accurate use of verbs, nouns, plurals, tenses, prepositions, etc. according to the rules of the target language

2. Vocabulary

Vocabulary is the set of words that the learner has mastered in a language. Vocabulary assessments evaluate aspects such as word recognition and recall, knowledge of word meanings and connotations, ability to use words appropriately in context, mastery of idioms, collocations, etc. They measure the breadth and depth of a learner's lexical repertoire.

### 3. Pronunciation

Pronunciation is the way sounds and words are pronounced in a language. Pronunciation assessment will focus on aspects such as individual phoneme production, stress patterns, rhythm, intonation, etc. and how closely the learner's speech conforms to the pronunciation norms of the target language.

### 4. Fluency

Fluency is the ability of a person to speak comfortably at a normal speed without hesitation or undue self-correction. The fluency or flow of speech it involves factors such as speed of delivery, coherence of expressed thoughts, control of grammar and syntax, etc. Fluency assessment measures how fluent and fluent the learner's spoken language is.

It can be concluded that these four elements refer to the core linguistic aspects of language assessment, with grammar, pronunciation, and vocabulary focusing more on accuracy of form, and fluency emphasizing more on appropriate use in oral communication. Together, these four elements provide a comprehensive profile of a learner's developing language abilities.

#### **2.1.3 Advantages of Speaking**

The importance of speaking ability is certainly considered as a reference for students' English language skills to be further improved. This is done in order to make it easier for students to communicate as well as to provide benefits in other ways. According to Ghafar & Raheem (2023), for effective communication, speaking skills must be developed and improved. One of

the most difficult aspects of learning a new language is gaining speaking skills, which is generally considered difficult. Many language learners have difficulty expressing their ideas and thoughts orally. EFL/ESL students should focus more on speaking abilities because they are important in many areas. In order to encourage students to learn speaking skills in their English classes, teachers are also urged to incorporate a number of helpful tactics into their lessons. The majority of communication in the English language occurs through speech, hence speaking abilities are the most useful of the four language skills. Abdikholikova (2022), stated there are some of the main advantages of speaking skills are:

1. To actively participate in paired or group activities in the classroom.
2. To provide exquisite and unforgettable speeches on a variety of events.
3. To take an active part in discussions and debates in groups.
4. To foster in students a critical thinking process.
5. To continue your education overseas

Points above are some of the advantages that students can get from the speaking skills they master. Speaking skills provide so many advantages for students whether in terms of education or career paths. This shows how important speaking skills are so that they are able to understand what they are learning and get the benefits of learning to speak itself will also increase students' curiosity to learn more widely.

### **2.1.4 Types of Speaking**

Here are some types of speaking based on Brown (2004), types or categories of speaking skills that students must practice in the classroom.

#### **1. Imitative Speaking**

Imitative is a type of speaking that imitates a word, phrase, or sentence. Usually, the imitative type is used by beginner level learners. Because what is learned in this type is the basic lessons of English.

#### **2. Intensive Speaking**

Intensive is a type of speaking that shows competence in grammar, phrasing, lexical or phonological such as (Prosody, Intonation, Stress, Rhythm, and Period). Usually, this type is used at the upper intermediate level with a focus on grammar.

#### **3. Responsive Speaking**

Responsive is a type of speaking where the subject matter involves interacting and understanding at a more limited level such as short conversations, greetings, requests and comments. The practice is often oral, with one or two follow-up questions and responses.

#### **4. Interactive Speaking**

Interactive is a type of speaking that aims to exchange certain information or interpersonal exchanges to maintain social relationships. In interpersonal exchanges, oral production can be pragmatically complex with the need to speak in a casual register and use

colloquialisms, ellipsis, slang, humor, and other sociolinguistic conventions.

## 5. Extensive Speaking

Extensive is oral learning that includes speeches, oral presentations, and storytelling, where the opportunity for interaction from the listener is rather limited. Then formal language styles are often used by extensive speaking learners. Usually this type is used at the intermediate level because the lessons taught are much more difficult.

It can be concluded that, these types of speaking activities help learners develop various aspects of their language proficiency, from pronunciation to fluency and interaction skills. Then the teacher can adjust what type of speaking to use in the classroom according to the learning needs. In this study. The researcher will use the type of intensive speaking in learning students using the Duolingo application in Learning Speaking.

## **2.2 Duolingo**

### **2.2.1 Concept of Duolingo**

The Duolingo application is an application that can provide ease of learning to every user, especially to students learning English. The Duolingo app has been designed in such a way as to help and facilitate students in developing their English skills. According to Hafifah (2021), there are many applications used in learning English. One of the popular technology applications is Duolingo. This application deliberately carries the concept of playing and learning so that it feels more comfortable and easier to use by all

groups. The Duolingo Free English Learning Application can be downloaded on a mobile phone or PC/Laptop; therefore, users can practice anytime and anywhere. According to Budiyanto & Ridho (2024), stated Duolingo application is a popular language learning tool, it offers users a fun and interactive approach to pick up new language skills by covering speaking, writing, listening, and reading in a range of tasks. To encourage and involve students, the platform uses a gamified method that combines aspects of gaming, like points, levels, and awards. Furthermore, Duolingo provides a test of digital language proficiency. The conclusion is that using Duolingo can provide an enjoyable learning experience, and the flexibility makes this app very effective for improving English language skills, especially for students. Its variety of techniques keeps learning varied and fun.

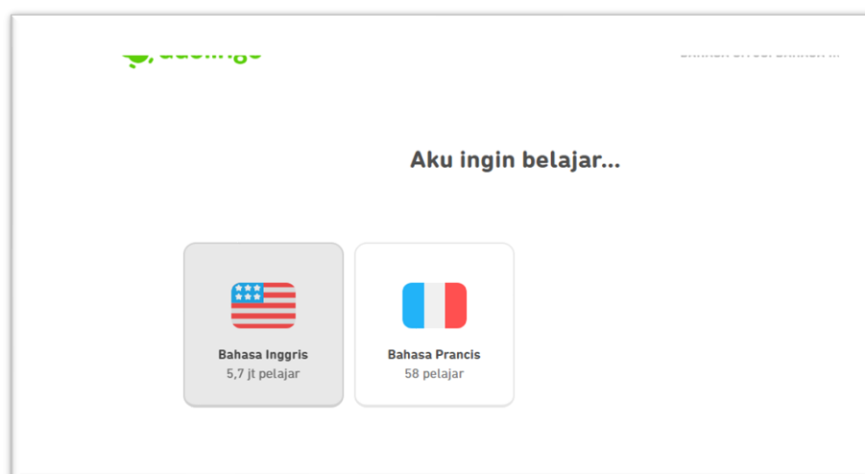
### **2.2.2 The Features of Duolingo**

Duolingo is the right choice to improve our English skills, by providing an application that is easy to get, and also provides features that are interesting and easy to follow. According to Habibie (2020), for users who have reached a particular level, Duolingo offers speaking practice in addition to dictation and written study. Applications for iOS, Android, and Windows Phone are designed so that users may keep getting better at having conversations anywhere, at any time. Duolingo's learning interface is made to be visually appealing and simple to use, much like a game. Duolingo provides an interactive format where students complete tasks and lessons in a game-like manner, students find it easy and fun to access the lessons through any web

browser. According to Matra (2020), Some of the key features its language learning courses, the ability to track progress through tests, gamification format for completing tasks, easy access in a browser and the ability to create an account. The study found that these features make Duolingo effective for vocabulary learning. Based on Habibie (2020), there are several initial features that students can choose when using the Duolingo application.

#### a. Language Feature

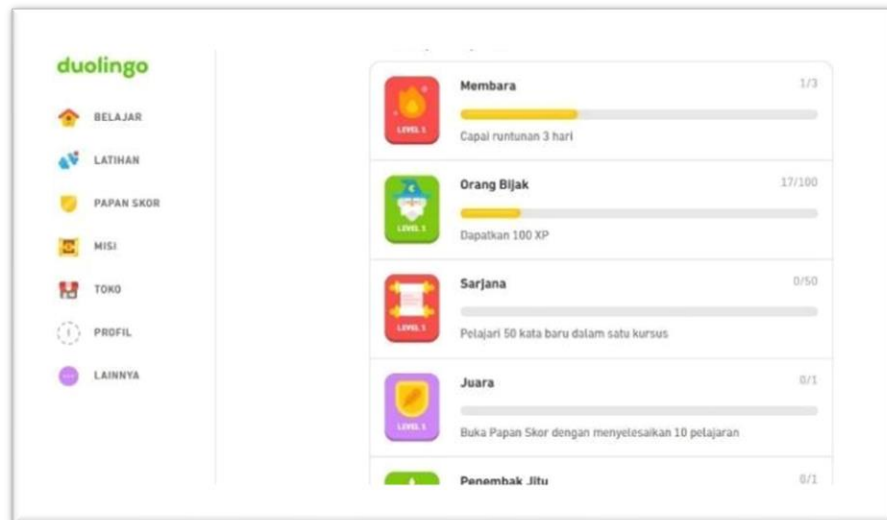
This is the initial view of the Duolingo application that provides directions regarding the language you want to use. You can choose to learn English.



**Figure 2.1 Language Figure in Duolingo**

#### b. Achievement

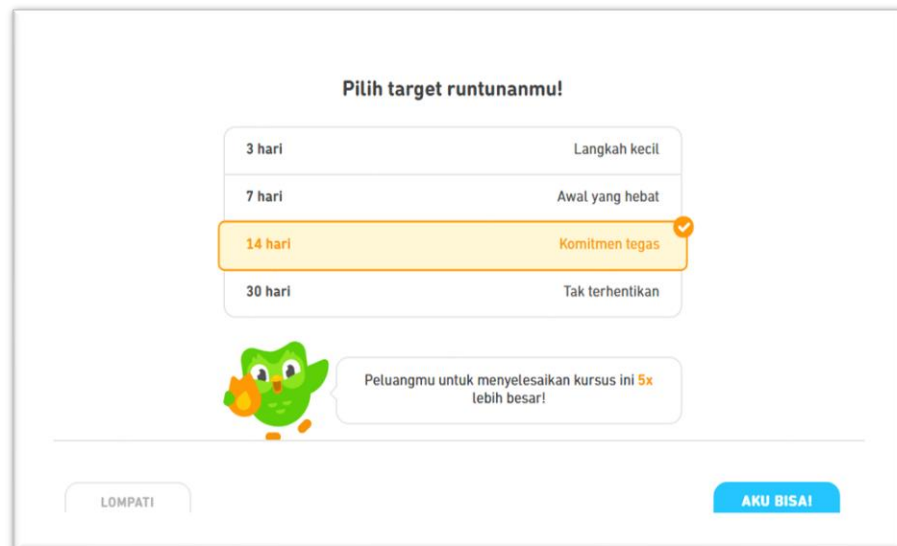
This feature is the achievement result of each exercise you have completed each day, when you have completed the task, this achievement column will be filled in. this will make you become more challenged and excited. This is expected to make you more motivated in learning.



**Figure 2.2 Result of the Achievement**

**c. Selection of time for daily activities**

On this display you are asked to choose a time to learn English. This can be adjusted to your learning needs. This is expected so that you have a sense of responsibility to complete daily tasks with the efficiency of the time that has been given.



**Figure 2.3 Selection of Time Daily Activities**

Furthermore, Duolingo evaluates students' English language proficiency using tasks included in a lesson or unit, like: listening, speaking, reading, and writing.

- a. **Listening**, where students are instructed to pay attention to the sound and then write down the word they hear correctly. This practice will help students in terms of listening to be much better, because with a clear sound and the availability of text students become more focused in listening, then the sound available can also be done repeatedly.



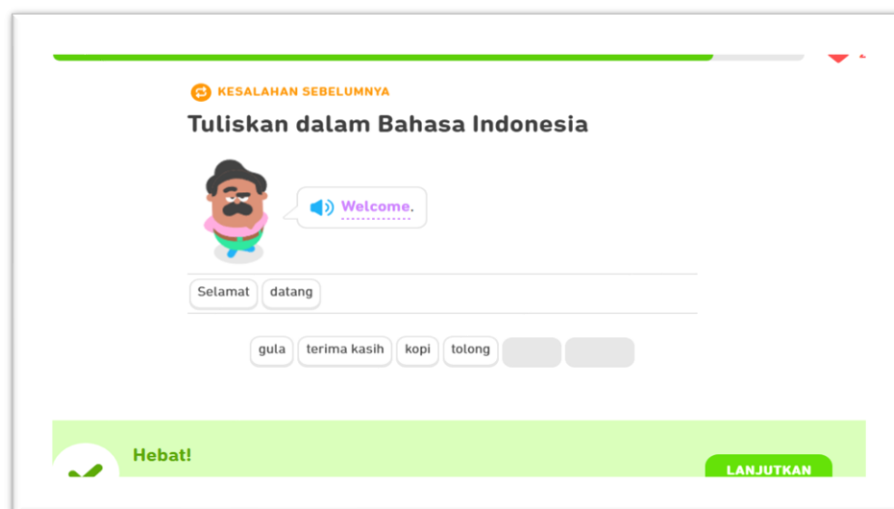
**Figure 2.4 Listening Practices**

- b. **Speaking** where students are asked to pronounce or repeat the sentences they have heard. Clear sentences as well as animations make learning to speak easier and more fun, then students can repeat when they are wrong in pronouncing sentences.



**Figure 2.5 Speaking Practices**

- c. **Writing**, where after reading a word or sentence, students are asked to write a few words. In this case students are trained in terms of focus because they have to write sentences correctly as instructed by Duolingo. Then with this writing practice students also get new words or sentences that they haven't encountered before.



**Figure 2.6 Writing Practices**

- d. **Reading**, where students can read carefully, and match the correct and appropriate words. This practice can train students in terms of reading to be more improved, concentration, can also help students get new vocabulary.



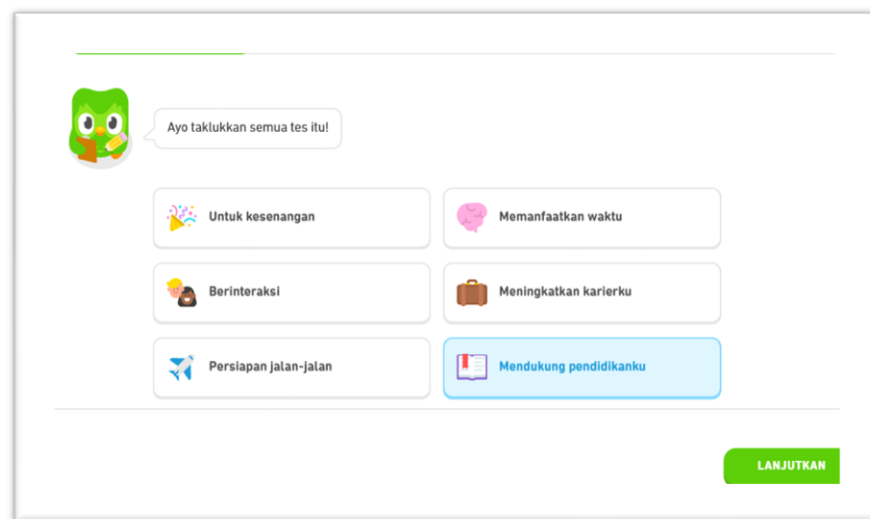
**Figure 2.7 Reading Practices**

The explanation of the features in Duolingo above is not enough without the original practice of using or how to run the application. There are several guidelines that must be followed carefully and as desired so that the process of using Duolingo runs optimally.

### **2.2.3 Using Duolingo Application in Learning English**

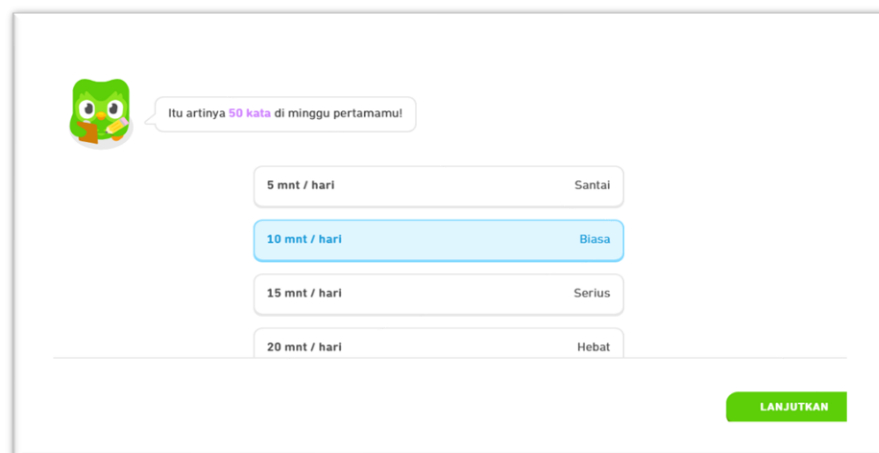
In using the Duolingo application in the classroom, teachers can adjust to the lessons being studied by students. According to Alfuhaid (2021), Duolingo serves as an effective tool for enhancing English language skills, particularly for students who may not have ample speaking opportunities in their educational settings. The integration of technology into learning processes can lead to improved proficiency and confidence in using English. According to Mulya & Refnaldi (2016), the use of Duolingo application in English learning is as an online learning media that is interesting for students and makes it easier for teachers to monitor students' progress in learning. You can get this application on the Playstore by following the steps available. Based on Habibie (2020), there are the procedures to use the Duolingo application in the classroom for further information:

1. First, make sure your phone/laptop/computer is connected to the internet, then download the Duolingo application on the play store. You don't need to download the application if you are using a laptop/computer. Log in to your account, then you can select the "support my education" column.



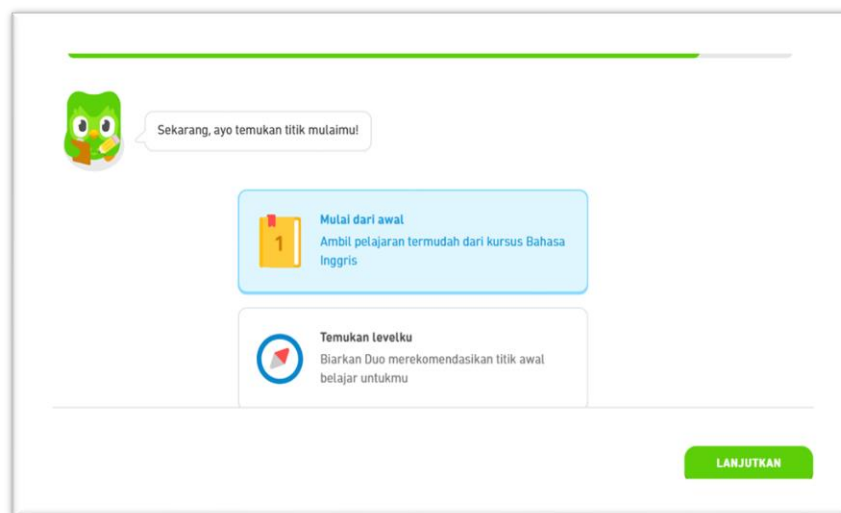
**Figure 2.8 First Step to Start Using Duolingo**

2. Second, you can choose daily activities to complete assignments. This you can adjust to your learning needs. This will help you in doing consistent learning and certainly will not bore users.



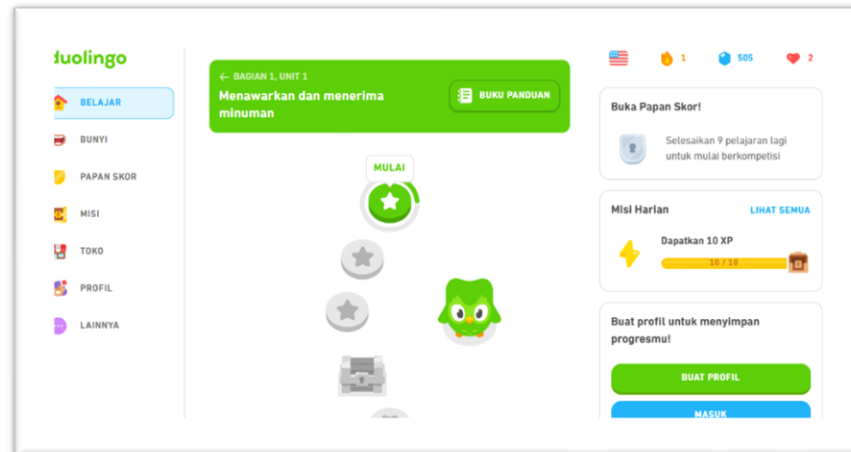
**Figure 2.9 Next Step to Star Using Duolingo**

3. Third, this display shows that you can start the lesson, the material provided will be adjusted to the level of the lesson that you have previously selected, this helps make learning with your level of English.



**Figure 2.10 Last Step to Star using Duolingo**

4. Fourth, Pupils can already use Duolingo to access and complete the exercises they choose. The exercises are divided into multiple units, beginning with the foundational units. The fundamental unit's exercises cover a variety of themes, including clothing, food, animals, colors, etc. Students need to finish a number of tasks on the previous unit's theme in order to move on to the next one. The following unit level is intended to be more challenging than the previous one in order to raise the level of student learning. Unit Two includes activities with conjunctions, prepositions, adjectives, verbs, etc



**Figure 2.11 Level Exercise in Duolingo**

5. The last, students are able to work through the modules and lessons on a daily basis. The exercises comprise 10–20 questions and should take 5–10 minutes to complete. Students who practice activities on a daily basis will noticeably improve in this area.

#### **2.2.4 Concept of Experience**

Experience is a combination of information, abilities, and consciousness that one acquires through firsthand participation in or exposure to certain occasions, situations, or activities. It is the process by which people gain knowledge from the experiences they have in life, whether they come from professional or social encounters, educational pursuits, or other types of involvement. According to Roth & Jornet (2014), experience is something that involves oneself in activities or doing something. Experience can change thought patterns, feelings become happy, sad, interested and make thinking broader because of the experience itself so that it affects external factors. This is what can be said that experience is related to education. According to Daher et al. (2017), experience refers to both immediate experience, which is lived directly, as well as accumulated experience, which is the subsequent

objectification or reflection on what was immediately experienced. Experience implies an intentional act or attention and effort conducted in the field of consciousness, from which a meaning or sense is inferred.

Experience develops as a constant flow that is typically taken for granted. According to Jarvis (2002), experience is any event that has a connection to the real world is considered an experience. People have experiences in their bodies, emotions, and thoughts as well as in their interactions with tangible objects, living things, and concepts in their surroundings. Experience binds time by tying past, present, and future events and circumstances—whether real or imagined—together. Experiences are ongoing, universal, and unique. In the sense that every individual experiences it, experience is subjective. Knowledge is acknowledged by the pragmatic perspective as a subset of experience. Based on Jarvis (2002), there are five propositions about learning from experience.

1. Experience serves as the basis and catalyst for learning;
2. Students actively create their own experiences;
3. Learning is a comprehensive process;
4. Learning is shaped by social and cultural factors; and
5. The socio-emotional environment in which learning takes place has an impact on learning.

### **2.2.5 Types of Experience**

In general, experience is formed through interpersonal and intrapersonal interactions in an environment. According to Paulsen (2020), stated that a person experiences (Intrapersonal Experience) through their feelings while

doing activities. People connect with each other in Interpersonal relationships rooted in social, natural, cultural, and pragmatic contexts. Experience is recognized by human consciousness as ideas about things and events in the real world or imagination. While intrapersonal experience refers to the internal skills and behaviors that enable people to organize themselves, interpersonal experience is the dynamic interaction between people.

1. Intrapersonal experience

Intrapersonal experience refers to the internal processes that occur within an individual. According to Paulsen (2020), this includes thoughts, feelings, perceptions, and self-reflections that shape how a person understands their own experiences and reality. It involves how individuals' sense and interpret their internal states and how these influence their actions and decisions.

2. Interpersonal experience

Interpersonal experience involves interactions between individuals. According to Paulsen (2020), this encompasses the dynamics of communication, relationships, and shared experiences with others. It includes how people perceive and respond to the experiences of those around them, as well as how their own experiences influence their relationships and interactions with others.

In summary, Intrapersonal experiences focus on individual cognition and emotion, while interpersonal experiences emphasize the dynamics of relationships and interactions. Both types of experiences are crucial for

understanding the complex nature of human interactions and the way individuals relate to themselves and to others in their environment.

### **2.2.6 Learning Experience of Using Duolingo**

In using Duolingo, there is experience felt by every user, this section shows some experience in using the Duolingo application in various skills. According to Dearestiani et al. (2023), duolingo is a wonderful approach to improve students' speaking skills in class because it helps them talk and corrects their speech. Duolingo always acknowledges students in the concluding portion following the questions. The questions can be answered alone or in groups, creating a fun learning environment in class.

This will make students more interested in Duolingo and want to continue practicing repeatedly. According to Munday (2015), The majority of users thought Duolingo was a fun, useful, and simple app to use. Because of its convenience, the fact that it is available in multiple formats, particularly on mobile devices, and its gamification features, they like it over conventional book-based homework. The way the courses are structured using short but varied prompts that intersperse different skills—also contributes to the app's efficacy.

The effectiveness of this application is also a result of the way the course is structured, using short but varied instructions interspersed with various skills. According to Dearestiani et al. (2023), stated that with the help of Duolingo, students can improve their speaking abilities and practice speaking a language, which will help them participate in the teaching and learning process. When

children are asked to respond to questions in the first cycle without any games or interaction, they become distracted. The researcher attempted to break the ice and get them to converse in English with their pals during the second cycle. Once they engaged in a little game with their seatmate, the students felt more comfortable and enjoyed answering questions on every level.

In summary, Duolingo is seen as an effective tool for improving language speaking when used interactively in the classroom. Its gamification design and social/pair activities help create a fun learning environment that motivates students to practice speaking.

### **2.3 Review of Relevant Studies**

In this study, the researcher found several previous studies that are relevant with this study. The first study from Jaelani & Sutari (2020). The title is "*Students' Perception of Using Duolingo Application as a Media in Learning Vocabulary*". The objective is to find out students' perceptions of using Duolingo application as a medium in learning vocabulary. The participants of this study were 30 second grade students in one of the junior high schools in Bogor. This research used qualitative research design. Data was collected by sending questionnaires and interviews. Data analysis technique using thematic analysis. The result of this research showed that most students preferred learning English vocabulary using the Duolingo application as a media. There are some advantages that can be taken from the use of Duolingo application as a media in learning English vocabulary, such as they are easy to understand the material, they were more excited and motivated in learning English

vocabulary. Duolingo could eliminate boredom in learning and also encourage new ideas in learning.

The second study was conducted by Sukarya et al. (2022). The title is "*The Students' Experiences in Implementing Duolingo-Assisted Listening Learning*". Their study intended to describe students' experiences in implementing Duolingo-assisted Listening learning. 30 ninth grade students from a junior high school in Karawang participated in this study. The method and design in this research to use descriptive qualitative research conducted through observation, interviews, and questionnaires. Data analysis technique using thematic analysis. The findings showed that the participants initially had difficulty listening, and after Duolingo-assisted, students were happy, easier, excited, and motivated to learn listening skills using Duolingo. Due to the gamification of learning and listening exercises provided by Duolingo, students find it easier to learn listening. Because it offers students new experiences in learning English, Duolingo is an effective tool for use in the classroom. In conclusion, this study indicates that students have positive experiences implementing Duolingo-assisted Listening Learning.

The third is taken from Cuma (2023). The title "*Using Duolingo for Schools with Lower Secondary Education EFL Student*". The aim of this study is to determine whether using Duolingo can improve students' grammar skills. The participants in this study were 13 second grade students in one of the junior high schools in Czech. This research was carried out using a mixed- method. Both quantitative (questionnaire) and qualitative (interview) data. For the questionnaire, percentage analysis was done. Meanwhile, for the interview, thematic analysis was

done to identify common themes/perceptions that emerged from the student responses. The data from both instruments were then triangulated to have a more comprehensive understanding of students' perceptions. The researcher found that Duolingo application can be a useful tool for schools. Although, the impact of this application is not very large to improve students' English language skills, especially grammar.

The fourth study comes from Indrasari et al. (2024). The title is "*Unlocking Language: Exploring Duolingo's Impact on Vocabulary Learning*". The objectives of this study were two-fold: first, to integrate Duolingo into course curriculum, and second, to assess student perceptions following engagement with the application. The study involved 10 grade 7 junior high school students as participants. Using a descriptive qualitative research approach. Data collection methods included observation, interviews, and documentation. Data analysis technique using thematic Analysis. Findings indicated that all students displayed proficiency in navigating the Duolingo interface, expressing enthusiasm for its use in vocabulary learning. However, two students faced challenges due to intermittent internet connectivity, highlighting the need to address infrastructure limitations. Feedback from students highlighted Duolingo's engaging features and effectiveness in vocabulary practice, yet concerns about intrusive advertisements and internet dependency were noted, suggesting areas for improvement in the user experience.

The last study comes from Zeng & Fisher (2024). The title "*Opening the 'Black Box': How Out-of-Class Use of Duolingo Impacts Chinese Junior High School Students' Intrinsic Motivation for English*". The purpose of this study to

investigate the impact of mobile-assisted language learning (MALL) apps, specifically Duolingo, on Chinese junior high school students' intrinsic motivation for learning English as a foreign language. 20 eighth-grade junior high school students in China participated in this study. A Qualitative method was used for this research. In collecting the data, this research used a questioner and group interview. Data analysis technique using thematic analysis. The result reported is that out-of-class use of the Duolingo app can positively impact Chinese junior high school students' intrinsic motivation for learning English, and a theoretical model grounded in self-determination theory was supported to explain this motivational transfer process.

In conclusion, the five studies mentioned earlier were chosen because they are relevant to this current research. The similarities between this research and previous research are related to the use of the Duolingo application as an English language learning media for students, besides that the junior high school level is a participant in the researches, and the data analysis used thematic analysis. Then, the differences between this research and previous researchers are, in the first study, researcher focused on the use of Duolingo as a medium for learning vocabulary. The second study of researchers focused on the use of Duolingo as a medium for learning listening English. The third study focused on the use of Duolingo in improving grammar. The fourth study focused on the impact of using Duolingo on vocabulary learning. The last study focused on the impact of using Duolingo in class. While this study focuses on students' experiences in using Duolingo in

learning speaking. The experience of students' way of learning speaking using Duolingo and specifically investigate their speaking experience aspect.

#### 2.4 Theoretical Framework

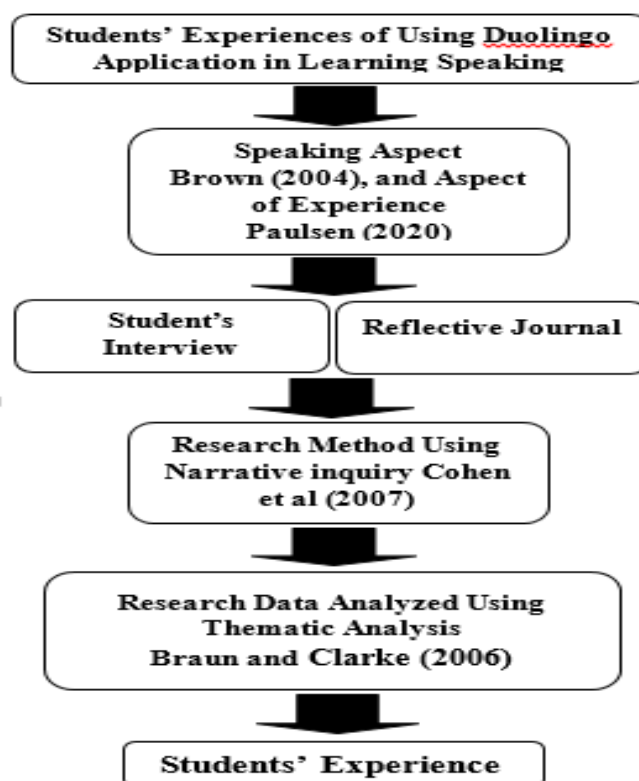


Figure 2.12 Theoretical Framework of the Study

Figure 2.12 the theoretical framework of this research centers on the phenomenon of students' experiences using Duolingo in speaking learning. This research was conducted at one of the private Islamic high schools in Indonesia. This research focused on speaking aspect based on Brown's theory (2004), and aspect of experience theory from Paulsen (2020). These aspects were applied in order to explore how students' experience of using Duolingo in learning speaking. Students were asked to share their experiences using Duolingo to learn speaking through interviews and reflective journals. This theoretical framework showed the existence of interaction between students and teachers in the learning process. Thematic analysis Braun & Clarke (2006), is a method for identifying, analyzing, and reporting patterns (themes) in data. Meanwhile, according to Cohen et al. (2007), narrative inquiry is a qualitative research methodology that focuses on studying and analyzing stories, experiences, and the meanings they attribute to those experiences. It uses narrative stories and reports as primary data sources this study tries to answer the following research question: How do students' experience while learning speaking using the Duolingo application.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

The aim of this research was to find out how students' experiences using Duolingo in learning speaking. Researcher use qualitative design to overcome this problem. According to Creswell (2013), stated qualitative research is a type of social science research that collects and works with non-numerical data and that seeks to interpret meanings, concepts, definitions, characteristics, symbols, and descriptions of things. Qualitative research aims to understand people's beliefs, experiences, attitudes, behaviors, and interactions. It generates non-numerical data such as interview transcripts, field notes, audio/video recordings, and documents. The research design used was Narrative Inquiry by Cohen et al. (2007), narrative inquiry is a qualitative research methodology that focuses on studying and analyzing stories, experiences, and the meanings they attribute to those experiences. It uses narrative stories and reports as primary data sources. Researcher collected detailed accounts from participants about their life experiences. The focus was on how individuals make sense of events and actions in their lives through narratives. Analysis involves examining the content, structure, and context of narratives. The method recognizes that people's stories are shaped by their culture, history, and personal perspectives. Commonly, use data collection methods were interviews, journals, letters, and field notes. Researcher often collaborate closely with participants in constructing and interpreting narratives. This method can provide rich and nuance insights into human experience and meaning-making processes.

### **3.2 Setting and Participants**

This research conducted at a private Junior high school in Indonesia. The participants in this research were the eighth' grade students of a private junior high school consisting of four male students and four female students with an age range of 12 to 14 years. For ethical purposes, pseudonyms were used in this research. Respondents are free not to disclose information they did not wish to share. They also have the opportunity to refuse to answer questions that make them feel uncomfortable

### **3.3 Data Collection Techniques**

The researcher employed interviews and reflective journals as data collection in this study, as elaborated below:

#### **1. Structure Interviews**

The interview is one of the most often used techniques for gathering data. It is a deliberate exchange in which one person asks one or more people for information. An interview is the best option in many circumstances since it provides more in-depth information that cannot be obtained by any other method (Sahoo, 2022). By conducting interviews, we can get detailed and detailed information because interviews are conducted directly with the person concerned.

In this study, the researcher conducted an interview at an Islamic junior high school with 8 participants from grade 8, consisting of 4 male and 4 female. First, the researcher will give 10 questions with a period of 10-15 minutes, depending on the length of time it took the participants to complete the story.

The researcher also took notes while listening to the participants' experiences to understand the context of the participants' stories and remember details or information that were not included in the recorded conversations. The researcher invited the participants to speak in Indonesian to tell their stories, then the interview results were translated into English.

## **2. Reflective Journal**

A reflective journal is a type of journal or diary where the writer reflects on experiences, ideas, feelings and opinions. Writing reflectively helps identify what was learned or what could be done differently in the future. It leads to personal and professional growth. Reflective journals are commonly used in education settings as an experiential learning tool for students to analyze their experiences. In summary, a reflective journal is a record of critical self-reflection where the writer examines experiences objectively with the aim of continual learning and improvement (Lindroth, 2015). This can help students express their ideas and thoughts more broadly in a journal. At this stage, students were asked to reflect on their experiences while learning to speak using the Duolingo application, this reflection was done in writing form to collect data at the student reflection stage, then researchers aligned their reflection sheets with data collected through interviews.

### **3.4 Data Analysis Techniques**

In this study, researchers used thematic analysis to analyze data derived from interview and reflective journal. The analysis used in this study was thematic analysis. According to Braun & Clarke (2006), thematic analysis is a method for

identifying, analyzing, and reporting patterns (themes) from data. This interprets various facets of the study topic in addition to providing a description of the data set. It also adds that themes indicate a certain degree of structured response or meaning in the data set and capture an important aspect of the data in relation to the research question. This is a fundamental approach to qualitative analysis that offers fundamental abilities helpful for various types of qualitative analysis. It is not, however, constrained by any one theoretical viewpoint, in contrast to certain other approaches. Its application might be flexible based on the researcher's questions and the theoretical framework. In summary, thematic analysis is a flexible method for identifying, analyzing, and reporting patterns in qualitative data to interpret various aspects of the research topic.

This method organizes data by themes in a way that captures something important from the data in relation to the research question. Furthermore, Braun & Clarke (2006), stated that important or realism data is used in this thematic analysis. Reports on participant experience, meaning, and participant reality can be obtained using this technique. The researcher can thus gather a great deal of information from the participants regarding student's experiences of using the Duolingo app in the speaking class by using this thematic analysis.

1. Familiarizing yourself with the data: In data collection, the researcher conducted interviews and reflective journals by preparing 10 questions related to aspects of speaking and reflective journals with 4 main questions related to students' experiences of learning to speak using Duolingo, which were then processed into a code in qualitative research.

2. **Generating initial codes:** In this step, the researcher created an answer key for each question given as an initial form of coding in the data analysis process.
3. **Searching for themes:** The researcher then organized the initial codes that were available and then grouped them into a final code.
4. **Reviewing themes:** In this step, the researcher reviewed the codes with the themes, ensuring that the codes given were in line with the themes that had been created and in line with the students' answers.
5. **Defining and naming themes:** The researcher re-analyzed the themes and codes further. This analysis involves continuous analysis to refine the specification of each theme and the overall story or answers submitted by students.
6. **Producing the report:** The final step involves selecting clear and interesting quotations, then the results of the analysis are reported with questions related to the research question and literature in the chapter four.

It can be conclude that thematic analysis is the right choice to be used as a data analysis technique in this study, because the six steps above are the process of how data analysis is carried out in this study.

### **3.5 Trustworthiness**

In qualitative research, trustworthiness refers to the validity and reliability of qualitative research findings it ensures that the results are a true reflection of the participants' perspectives and experiences rather than being influenced by researcher bias or methodological flaws. According to Creswell (2013), the terms

*trustworthiness* and *authenticity* in qualitative research referred to the methods and techniques used to establish the validity and credibility of a study. These concepts encompassed key elements such as credibility, transferability, dependability, and confirmability, which collectively ensured the quality and rigor of qualitative research. In this study, researcher used three elements for Qualitative data namely credibility, transferability, confirmability. These three elements were used because they were sufficient to prove that the results of the study were valid and reliable.

### **3.5.1 Credibility**

Credibility in qualitative research is the extent to which the research findings are believable, trustworthy, and accurately represent the experiences or realities of the participants. According to Creswell (2013), stated credibility refers to the accuracy and truthfulness of research findings i.e. how well the research represents the reality or lived experiences of participants. Can be achieved through methods like prolonged engagement, persistent observation, triangulation etc. These help establish a deep understanding of the phenomenon being studied.

1. Prolonged Engagement: in this study I spent enough time in the field to build relationships with the participants in order to understand their perspectives in depth. By building trust and relationships during the interviews. I try to gain a deep understanding of their experiences related to using the Duolingo app in learning to speak English
2. Reflexivity: During data collection, I realized that I had personal biases or opinions. I tried not to influence the results of the study, and

maintained a more objective attitude during data collection, analysis, and interpretation. This self-awareness contributed to minimizing potential distortions in the findings.

3. **Triangulation:** To make the results of the study more accurate, I used interviews and reflective journaling. By utilizing data collection techniques or sources, I was able to corroborate information from multiple angles, increase the credibility of interpretations, and reduce the impact of potential bias from a single method or data source. Thus, triangulation helps validate the findings and strengthen their credibility.

### **3.5.2 Transferability**

Transferability focuses on how well insights gained from one study can resonate with or be relevant to other situations. According to Creswell (2013), transferability refers to the degree to which qualitative research findings can be applied or transferred to other contexts/settings/groups with similar characteristics can be achieved by providing thick descriptions of the research context, sampling methods, participants etc. This enables readers to evaluate applicability of findings to other contexts.

1. **Thick Descriptions:** During data collection, I provided clear and complete information. This was intended to help readers understand the setting, participants, and processes involved in the study. By thoroughly describing the research setting and nuances of participant interactions, researchers increase the applicability and relevance of their findings.

2. **Sampling Strategies:** I clearly explained the methods and criteria used to select participants in this study to ensure that readers can ascertain whether the results are applicable to similar populations or situations outside the context of the original study.

### **3.5.3 Confirmability**

Confirmability is a finding that can be trusted and supported by data, so that the research can be trusted and transparent. According to Creswell (2013), confirmability refers to the degree of impartiality and objectivity of research findings i.e. how much the findings are shaped by the experiences and biases of participants rather than researcher biases/interests can be achieved through methods like peer debriefing, member checking and reflexive journaling which help minimize influence of researcher biases and validate findings.

1. **Peer Debriefing:** in this step the researcher engages in seeking feedback and insights to validate interpretations and findings. This process helps uncover potential biases and assumptions that the researcher may not have recognized. By discussing the research process and results, researchers can increase the credibility of their findings and ensure a more balanced perspective.
2. **Member checking:** the researcher then conducts a member check, asking participants to review and validate the accuracy of the findings. This process allows participants to confirm that their perspectives and experiences have been accurately represented in the research. By engaging participants in this way, researchers can increase the

confirmability of their results and address any discrepancies or misunderstandings.

3. Reflexive Journaling: In data collection the researcher will conduct a Reflexive journal requires researchers to document their thoughts, feelings, and biases throughout the research process. This practice increases self-awareness and transparency, allowing researchers to critically reflect on how their personal influences may have affected data collection and analysis. By maintaining a reflexive journal, researcher can reduce subjectivity and increase the integrity of their findings.

In summary, trustworthiness encompasses validity and reliability aspects of qualitative research. Credibility, transferability and confirm ability are key components which ensure rigor and quality of qualitative research findings through systematic application of relevant methods and techniques.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter informs the research findings related to students' experiences using Duolingo in learning speaking. The results of this study are the answers to the problem formulation to find out students' experiences in the aspect of speaking and the aspect of experience. Eighth grade students in a private Islamic junior high school were asked to participate in this study. They were asked to share their experiences while learning to use Duolingo app in speaking through interviews, and reflect on their experiences through reflective journal sheets. The students' experiences can be described as follows.

#### **4.1 Research Findings**

In this finding, the researchers focused on describing students' experiences using Duolingo in learning speaking. This study focused on exploring the students' speaking aspects experience like speaking, grammar, vocabulary, pronunciation, and fluency adopted by Brown (2004). And interpersonal and intrapersonal experiences adopted by the theory of Paulsen (2020). A more descriptive explanation of the student experience narrated as follows:

##### **4.1.1 Students' Speaking Aspects**

###### **1. Grammar**

Grammar is the set of rules and structures that determine how words, phrases, and sentences are put together in a language. According to Brown (2004), the systematic rules that control how words, phrases, and sentences are put together in a language are known as grammar. The goal of the grammar assessment is to gauge the student's proficiency with the target

language's rules regarding verbs, nouns, plurals, tenses, and prepositions. Based on the findings, the most experienced grammar aspects experienced by students are described as follows.

**a. Tenses**

Students have experienced related to tenses and parts of speech (verbs, nouns, and adverbs). Among 8 students, there is only a student (S3) who mentioned that during their learning experience using Duolingo the student took attention more in tenses while speaking, one of the reasons because the student felt that tenses is used for daily communication. In addition, the student felt that tenses is difficult to learn so, it should be more taken seriously while learning to get more accuracy and understanding while delivering the utterances while speaking. As it was emphasized by student 3:

*“In regard to learning grammar while speaking, **I prefer to learn more in tenses especially the present tense miss, because it is used for my daily communication like “she eats bread, she goes to school etc.”** (I/S3/-TE)*

And this interview results were also supported by her reflective journal, she said:

*“**My experience using this App is very interesting, fun and easy to use. I am very enthusiastic about learning using Duolingo, because learning is not boring and tedious. I learn tenses with pleasure**” (S3)*

Based on the results of the interviews and reflection journals above, it can be concluded that the Duolingo application provides a positive experience and can help students in learning tenses. Students stated that it

was not too difficult to learn tenses using Duolingo. Because, the sentences displayed are not too long so that students still feel happy and comfortable learning tenses using Duolingo. According to Redjeki & Muhajir (2020), duolingo incorporates gamification elements, making learning more enjoyable and motivating for students. This increases their interest in practicing grammar concepts, including tenses.

#### **b. Part of speech**

Almost all students stated that learning parts of speech is easier than learning tenses, as many as seven students who learned parts of speech (S1, S2, S4, S5, S6, S7, and S8). This is because there are some students who do not understand tenses and there are some students who understand tenses but the learning process takes a long time. Therefore, in this case students find or learn more grammar about parts of speech (verb, noun, and adverb, etc.) As stated by S2 & S5:

*“Like verb noun, adverb miss, for tenses I don't really understand yet.” (I/S2-G2)*

*“The grammar I learned is verbs, nouns and interrogative sentences.” (I/S5-G2)*

And this interview also supported by their reflective journal, they said:

*“Although there is not much part of speech that I learned or I got, but I feel happy because by learning to use this application. (S2)*

*“When speaking I try to analyze each sentence displayed by Duolingo what grammar is contained in the sentence.” (S5)*

Based on the results of interviews and reflective journals above, it can be concluded that the Duolingo application can help students in learning grammar about parts of speech (verb, noun, adverb, etc). Students feel more

helped in learning grammar, one of the factors students find it difficult to learn grammar is, tenses are a difficult thing to learn, it takes a long time and needs a deep understanding to understand tenses. The technology based learning process (Duolingo) is present as a tool to help students learn grammar both tenses and parts of speech, but after being realized it turns out that students feel more helped and learn more about parts of speech. According to Redjeki & Muhajir (2020), duolingo includes a variety of question types (e.g., fill in the blank, multiple choice, translation) that target different aspects of grammar, so students can practice parts of speech in various contexts.

## **2. Vocabulary**

Vocabulary is the set of words known and used to communicate. According to Brown (2004), the collection of words that a learner has mastered in a language is known as their vocabulary. Assessments of vocabulary look at things like word recognition and recall, understanding of word meanings and connotations, contextual word usage skills, and proficiency with idioms, collocations, etc. Assessment assess student lexical repertoire's depth and breadth. Based on the findings, the most experienced is vocabularies by students are described as follows.

### **a. Verb**

In learning vocabulary, the researcher found that students stated it was easier to learn aspect vocabulary and they really enjoyed learning vocabulary using the Duolingo application. Because learning

vocabulary only requires attention to each word that the student don't know and then they can consider it a new word. In this case, as many as four students who got new vocabulary in the form of Verb. As stated by S1, S4, and S7:

*“In the Duolingo application I learn vocabulary, namely verbs: like, eat, drink, buy, go, etc.”(I/S1-G2)*

*“While learning on Duolingo, I found everyday words such as: bring, buy, hear, give, (verb).”(I/S4-G2)*

And this interview also supported by their reflective journal, they said:

*“My memory is not good so it is difficult to learn vocabulary, then the vocabulary I get is also not much only a few maybe I should practice more using the Duolingo application.”(S1)*

*“The words given are also words that are commonly found in everyday life, so the learning is still basic so it feels easy.”(S4)*

Based on the interviews and reflective journals above, there are many students who feel happy and easy in learning vocabulary using the Duolingo application, because in learning vocabulary students are only asked to pay attention to words they don't know then they remember the word and make the word a new vocabulary. Hence this does not burden students in learning vocabulary. According to Ajisoko (2020), duolingo includes exercises that cover different parts of speech, including verbs. By doing these exercises, students can learn verb forms, conjugations, and correct usage in context.

#### **b. Pronouns**

The second part of the vocabulary aspect is pronouns, based on the results of interviews and reflective journals, there were six students (S2,

S3, S5, S6, S8,) who got new vocabulary in the form of pronouns. The students stated that they often saw new words that were included in pronouns. Then they studied them and made them new vocabulary that they were learning. As it was testified by S3 and S6:

*“When learning to use Duolingo the vocabulary I learned was pronouns: me, you, man, woman, boy, she, he, it, yours, their, etc.” (I/S3-PR)*

*“New vocabulary that I got such as, woman, me, you, boy, man, ours, their, etc.” (I/S6-PR)*

And this interview also supported by their reflective journal, they said:

*“, with interesting features that make learning fun and not boring So that I don't get bored while studying. So I can focus learn vocabulary.”(S3)*

*“There are so many words that I didn't know before even though these are sentences used in everyday life, so I learned a lot about vocabulary. I think Duolingo can help me in learning English” (S6)*

It can be concluded from the statement above that most students get new vocabulary in the form of pronouns, this happens because students think new vocabulary can and is easy to find in the form of pronouns. Students also emphasized that learning vocabulary using the Duolingo application is very fun and easy to do because the available features are easy to attract so that it can increase students' enthusiasm for learning. One student also stated that this technology-based learning provides a new color in class in learning English. According to Ajisoko (2020), duolingo presents vocabulary, including pronouns, in sentences and phrases. This contextual use helps students understand how pronouns function in different grammatical structures.

### 3. Pronunciation

Pronunciation is the way in which words are pronounced in a language. Good pronunciation ensures that listeners can understand you clearly and reduces misunderstandings. According to Brown (2004), the way words and sounds are pronounced in a language is known as pronunciation. A student speech conformity to the target language's pronunciation norms will be evaluated based on a variety of factors, including individual phoneme production, stress patterns, rhythm, intonation, etc.

#### a. Articulation Clarity

The first indicator is clarity of articulation in learning pronunciation, based on the results of interviews and reflective journals, there are seven students (S1, S3, S4, S6, S7), who get clarity of articulation when learning to speak English. The students said that in the process of learning to speak on the Duolingo application they get clarity of articulation at the same time. This helps them in learning pronunciation when speaking. As expressed by S4 and S6:

*“Yes, Duolingo provides features with articulation clarity so that it is not too difficult for me to catch the meaning of each word or sentence.” (I/S4-P1)*

*“Yes, Duolingo provides clarity of articulation. That’s why it’s fun to use Duolingo because Duolingo provides easy features for learning which of course this can help me in learning.” (I/S6-P1)*

And this interview also supported by their reflective journal, they said:

*“I try to pronounce sentences correctly according to the sentences provided.” (S4)*

*“In learning pronunciation the sentences displayed are also not too long so it is not difficult to pronounce them.” (S6)*

Based on the results of interviews and reflective journals, it can be concluded that almost all students think that Duolingo provides clarity of articulation. This can help students in learning pronunciation and learning activities using Duolingo as it provides interesting and non-boring learning options. Chuyen et al. (2021), explore that the app provides immediate feedback on pronunciation, allowing students to correct their mistakes in real-time, thereby improving their clarity. This provides peace of mind for students, that students do not need to worry when they make mistakes and are expected to stay focused on learning

#### **b. Intonation**

In this indicator, the researcher found three students (S2, S5, and S8) who felt the clarity of intonation made it easier for them to learn pronunciation. They also stated that learning pronunciation in speaking was not as difficult as they imagined, they were happy and enjoyed learning pronunciation in speaking and wanted to continue learning for a long time. As stated by S2, S5, and S8:

*“Yes, **the Duolingo feature provides clear intonation**, so I am comfortable learning to use this application. For articulation and accent I am still learning to understand again miss.” (I/S2-P3)*

*“In my opinion, **the Duolingo feature provides clarity of intonation**, for articulation I have to learn more, two to three times repeating. For accents I don't understand yet.” (I/S5-P3)*

*“In my opinion, for clarity of articulation I still have a little trouble to catch the meaning of the words or sentences given, **if for intonation I think it is clear miss, for accents I don't understand yet.**” (I/S8-P3)*

And this interview also supported by their reflective journal, they said:

*“With interesting features, so it is not boring when learning. Then the sentences given by Duolingo are short sentences so I feel this is easy to practice.”(S2)*

*“Usually I repeat the wrong sentence two to three times miss, so my pronunciation is also better.”(S5)*

*“When speaking I try to pronounce sentences correctly and appropriately. The sentences displayed are also not long so they are easy to follow. I feel that Duolingo can help me in learning English.”(S8)*

It can be concluded from the statement above, that a small number of students feel the clarity of intonation. However, in the process of learning using the Duolingo application, it is very enjoyable and helps students in learning and also gives a good impression in learning English which is considered difficult and boring. According to Chuyen et al. (2021), investigated that Duolingo includes audio examples from native speakers, which helps students understand the nuances of intonation and rhythm in English.

#### **4. Fluency**

Fluency refers to the ability to speak or write a language smoothly and easily without frequent pauses, hesitations, or errors. According to Brown (2004), the speech's fluidity or flow. The capacity to speak at a normal pace without hesitation or excessive self-correction is known as fluency. It includes elements like delivery speed, conceptual coherence, grammar and syntactic mastery, etc. The fluency of a student spoken language is measured by fluency assessment.

### a. Speech Rate

The first indicator in this section is speaking speed, based on the results of interviews and reflective journal. As many as two students (S1, and S2) elaborated that speaking speed can help them in fluency. In the process, students feel happy using Duolingo as a learning medium, in this case Duolingo provides easy and fun learning so that it can be emphasized by students as expressed by S1 and S2:

*“The speed feature on Duolingo can help my speaking speed, I often practice at home and at school,” (I/S1-F1)*

*“Yes the speaking speed helps my speaking fluency because the speaking speed given by Duolingo is the speed of speech that is generally taught by the teacher, so I think this is not too difficult and helps in smoothing my English speaking.” (I/S2-F1)*

And this interview also supported by their reflective journal, they said:

*“To hone my fluency skills, I have to practice continuously because if I only practice once or twice it is not enough in my opinion to hone my fluency.”(S1)*

*“Usually when I speak by looking at the existing sentence, I try to make sure to speak loudly, clearly and also according to the rhythm of the sentence.”(S2)*

Based on the results of the interviews and reflective journals above, it can be concluded that a small number of students feel helped by the speaking speed feature for fluency. Additionally, when practicing students feel happy and enjoy learning using Duolingo. The use of applications such as Duolingo and WhatsApp can increase students’ motivation to learn, allowing them to learn speaking speed faster (Ahmed et al., 2022). Thus, duolingo can be used as a learning medium for students in learning English

## **b. Pauses and Hesitations**

The second indicator is Pauses and Hesitations, based on the results of interviews and reflective journals. As many as four student (S3, and S4) stated that they experienced pauses and hesitations when speaking. The reason is because they feel insecure and feel that their level of English ability is still low so that in practice when they want to speak they pause or hesitations. As stated by S3 & S4:

*“Duolingo's speaking speed feature allows users to hear the pronunciation of words and sentences at various speeds. In this case I still find it difficult, sometimes I am afraid to speak for fear of not being able to so **I pause when speaking.**”(I/S3-PAH)*

*“I thought the Duolingo feature seemed to help my speaking speed, but when I was about to speak, **I felt nervous and hesitant**, which made my speaking practice not optimal.” (I/S4-PAH)*

And this interview also supported by their reflective journal, they said:

*“For long conversations, **I still need a lot of practice.** With continuous practice, this can help hone my fluency.”(S3)*

*“**I still feels difficult**, I have to study **and practice harder.**”(S4)*

Based on the results of the interviews and reflective journals above, it can be concluded that some students experience pauses and hesitations in fluency. The difficulty of learning English and lack of self-confidence are factors that cause students to experience pauses and hesitations. However, this does not reduce students' desire to learn, students remain happy, comfortable and enthusiastic about learning using the Duolingo application even though they experience pauses and hesitations. Ahmed et al. (2022), Stated that students often experience pauses or hesitations while speaking,

which can affect their fluency, used Duolingo and WhatsApp to help solve this problem. The use of these applications can help reduce hesitation and improve the overall flow of speech among learners.

### c. Repeating and correction

The last indicator is repeating and correction, based on the results of the interview and reflective journal. As many as four students (S1, S2, S3, S4,) stated that another advantage in using the Duolingo application is that it can repeat sentences when we make mistakes, then Duolingo will provide directions to correct what is wrong. This can help students learn better. In addition, they also feel relaxed but serious learning in this application. Therefore, they feel happy and helped by this application. As stated by S1 & S2:

*“By looking at the sentences given in the feature, then I speak following the words or sentences displayed. Then occasionally listen to the sound then repeat following the sound.”(I/S1-F3)*

*“By looking at the words or sentences displayed, then I follow and speak. Then if I make a mistake I can make corrections to the wrong part and repeat it.”(I/S2-F3)*

And this interview also supported by their reflective journal, they said:

*“To hone my fluency skills, I have to practice continuously because if I only practice once or twice it is not enough in my opinion to hone my fluency.”(S1)*

*“Usually when I speak by looking at the existing sentence, I try to make sure to speak loudly, clearly and also according to the rhythm of the sentence” (S2)*

Based on the results of the interview and reflective journal, it can be concluded that students feel happy and comfortable using the Duolingo application to learn English. However, some students have to repeat and

correct this is not something that is difficult for students when they make mistakes they will happily repeat and correct to make it right and then continue the learning process. According to Redjeki & Muhajir (2020), the app provides repeated practice that reinforces learning. When students make mistakes, Duolingo offers the correct answer and encourages them to try again, helping to reinforce their understanding.

Based on the findings, it can be concluded that most students were more likely to learn about vocabulary and pronunciation in the aspect of speaking, students stated that learning vocabulary is easy because it only focuses on words/sentences that are not known before. Then, in pronunciation students find it easy to learn because learning pronunciation only focuses on how to pronounce correctly then students can also play the sound that has been provided if they feel that the speaking features are not enough. Therefore, in the aspect of speaking students learn more about vocabulary and pronunciation.

#### **4.1.2 Students' Aspects Experience**

##### **1. Intrapersonal experience**

In the intrapersonal experience, students have a positive experience in learning to speak English. Both when learning grammar, vocabulary, pronunciation and fluency. Students feel a very pleasant experience. In addition to interesting features, Duolingo also provides learning facilities that make students feel happy and helped in learning. For example, when students practice speaking, students can see short sentences displayed, then if they feel they are still lacking, students can listen to the sound or

pronunciation by native speakers then students follow or practice. After that, if the student makes a mistake, Duolingo will give a marker that the student made a mistake and can repeat. The language in Duolingo is a language that we often hear in everyday life so it is not too difficult for students to understand what the meaning of the sentence that is being displayed. Therefore, students feel happy and enthusiastic when learning to use Duolingo also feel helped in learning to speak in English, as stated by S2 & S4:

*“When I learn vocabulary using the Duolingo app, it is very fun, **I enjoy the learning process and do not get bored while learning.**”(I/S2-Intra)*

*“Duolingo teaches vocabulary in a fun way, Duolingo teaches vocabulary that is quite complex. **Even so, the words in Duolingo are easy to understand.**”(I/S4-(Intra)*

And this interview results were also supported by her reflective journal, she said:

*“My experience learning vocabulary using the Duolingo app was very enjoyable.”(S2)*

*“My experience of learning vocabulary using the Duolingo application is fun, because the learning in Duolingo is also **not too difficult so I can still follow the lessons** (S4)*

Based on the results of interviews, it can be concluded that most students have more positive experiences in intrapersonal experiences, namely students' feelings when using Duolingo. Students stated that learning using duolingo is fun, not boring and not difficult to learn using Duolingo.

## 2. Interpersonal experience

Interpersonal is an experience that has two-way interaction either with the application in the form of (conversation) or direct interaction with others related to what is being felt. In this section, students do not have or experience or feel these two things, interpersonal experience or interaction with conversations on the application (conversation) or with other people. During the learning process, students only focus on lessons and Duolingo. The interaction that exists during the learning process is only with oneself, (intrapersonal). This is one of the weaknesses possessed by Duolingo, namely the lack of exploration of interaction between users and the application or the conversation feature in the Duolingo application. So, that in the end there is no interaction for students to learn. As stated by S3 & S5:

*“I just focus on studying, **there is no interaction with others**” (S3).*

*“**No interaction**, I focus on the application” (S5)*

And this interview results were also supported by her reflective journal, she said:

*“When learning **I did not do any interaction** I only focused on the Duolingo application.”(S3)*

*“When studying **I have no interaction with others**, only focus on the application.”(S5)*

The results of the interview and reflective journal above, it can be concluded that students do not have interpersonal experience during the learning process using Duolingo. There is no interaction with the surrounding environment, they only focus on the application and themselves.

Based on the results of the findings, it can be concluded that most of the students, 8 students, are more into intrapersonal experience than interpersonal experience because the students are more focused and only interact with the application and themselves. The students do not interact while learning to use Duolingo. According to Sockett (2023), students can learn at their own pace and choose when and how to engage with the material, which supports intrapersonal growth.

#### **4.2 Discussion**

The implementation of the use of the Duolingo application in learning speaking began in the one semester in the year 2024, and the purpose of this study was to determine students' experiences when learning speaking using the Duolingo application. This study focuses on exploring speaking aspects such as vocabulary, grammar, pronunciation, and fluency. The first indicator of vocabulary, students feel happy and more helped in learning verbs and pronouns because learning vocabulary only focuses on words that were previously unknown so it is easy to learn vocabulary. According to Fadilah (2023), the app presents new words in context, allowing students to understand how they are used in sentences, which aids retention. These games motivate students to engage with vocabulary practice regularly, making learning fun. The second indicator of grammar students learn more about parts of speech (verbs, nouns, and adverbs, etc.) compared to learning tenses. Because learning parts of speech only focuses on verbs, nouns, and adverbs. While in learning tenses, students find it difficult because of a more advanced understanding. According to Fatmawati et al. (2023), Duolingo is an effective tool

for students to improve their grammar skills in an engaging and supportive environment. Third, pronunciation, students feel happy and helped in learning pronunciation on articulation and intonation, most students feel helped because of the clear articulation and intonation provided by Duolingo, hence it is not difficult to learn pronunciation. According to Erizara & Wijirahayu (2024), Duolingo offers a variety of tasks, such as repeating phrases that reinforce correct pronunciation through repetition. These features contribute to improving students' pronunciation skills in a fun and interactive way. The last is fluency, some students feel helped in speaking speed, then some in the learning process experience pauses and hesitation, and most students when they make mistakes they will correct and repeat. According to Dearestiani et al. (2023), the app provides speaking exercises that require students to say words and phrases, which encourages active engagement in using the language. This can help students' fluency using Duolingo.

In aspect of experience by Paulsen (2020), there are two experience, Intrapersonal experience and interpersonal experience. In the experience aspect, students have more intrapersonal experience, namely what feelings are experienced by students when learning to speak English. In experiencing intrapersonal experience, students stated that they felt happy, interested and enthusiastic when learning to use Duolingo. According to Sockett (2023), Duolingo helps Students frequently reflect on their own learning process, identifying strengths and weaknesses in their language skills. This self-awareness can lead to targeted practice and improvement. This interaction focuses on the self and the application being used. Compared to interpersonal experience, which is interaction with other

people around, students do not really experience it. Students only focus on the application and themselves when learning. So, there is no interaction with other people around them.

This study highlighted the importance of using the Duolingo application in learning to speak English. In this study, there are aspects in learning the aspect of speaking, namely grammar, vocabulary, pronunciation and fluency, and the aspect of experience, namely intrapersonal experience and interpersonal experience. Students often have difficulty learning to speak, such as, many students feel embarrassed, hesitant and not confident when speaking English. Therefore, this study explored the aspect of speaking and emphasized the aspect of experience since it is important to learn or explore the students' experience in learning to use Duolingo in English Speaking Activity.

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

#### **5.1 Conclusion**

This study focuses on students' experiences in using the Duolingo application in learning speaking skill. This study explores four aspects of speaking experience, namely grammar, vocabulary, pronunciation, and fluency. From the four aspects of speaking, it shows that students have a tendency to learn about vocabulary and pronunciation. Students feel happy and helped in learning using the Duolingo application regarding vocabulary. Because according to students, learning grammar is a learning that requires more extra understanding with the Duolingo application, students feel happy and helped because learning vocabulary is not too difficult. In every learning media, of course, it has its own weaknesses, one of the weaknesses in using the Duolingo application is the lack of exploration of interaction between users, and students cannot have conversations that can be a plus in using the Duolingo application.

This study also explores two types of experience namely; intrapersonal experience and interpersonal experience. The findings revealed that most of the students have a positive experience related to intrapersonal experience. Students stated that they felt happy, enjoyed and helped in learning speaking using Duolingo there were many convenient to learn speaking. However, in regard with intrapersonal experience like having interaction with one and each other were not to explore even barely did not happen due to focus on practice speaking through application. During the learning process, students were not distracted by the surrounding environment because they were carried away by the pleasant learning

atmosphere using Duolingo. Hence, the students' experience in learning speaking are enjoyable and enthusiastic.

## **5.2 Recommendation**

Based on the conclusion above, the researcher would give the suggestion for:

### **1. For English teachers**

The first, this study provides to explore students' experiences in using the Duolingo application in learning to speak and explore aspects of student experience (intrapersonal and interpersonal experience) then, teachers can provide strategies and innovations in learning English that were easier and more interesting

### **2. For students**

The second, this study provides the information to students about students' experiences using the Duolingo application in learning to speak and about aspects of student experience (intrapersonal and interpersonal experience). The researcher suggested that participants share information with other students about how students experience learning using the Duolingo application in learning to speak. So that the researcher's findings can be useful for others.

### **3. For further researchers**

The third, this study provides the experience of students using the Duolingo application in learning to speak and aspects of student experience (intrapersonal and interpersonal experience). Further researchers can develop the use of Duolingo in learning other English language skill.

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# **APPENDICES**

**Appendix 1**  
**Thematizing and Coding of Students' Interview and Reflective Journal**  
**Result**  
**(Braun and Clark, 2006)**

No	Aspects of Experience	Code	Total	Aspect of Speaking	Indicator	Code	Total
1	Intrapersonal	I-Intra R-Intra	<b>8</b>	Grammar (Adapted from Brown, 2004)	1. Tenses 2. Part of speech (verb, noun, and adverb. Etc.)	G I/R-G1 I/R-G2	1 7
2	Interpersonal	I-Inter R-Inter	<b>0</b>	Vocabulary (Adapted from Brown, 2004)	1. Numbers 2. Verb 3. Pronouns 4. Time 5. Greeting 6. Suggestion 7. Permission 8. Asking and of giving opinion	V I/R-V1 I/R-V2 I/R-V3 I/R-V4 I/R-V5 I/R-V6 I/R-V7 I/R-V8	- 4 4 - - - - -
3				Pronunciation (Adapted from Brown, 2004)	1. Articulation Clarity 2. Accent 3. Intonation	P I/R-P1 I/R-P2 I/R-P3	5 - 3
4				Fluency (Adapted from Brown, 2004)	1. Speech Rate 2. Pauses and Hesitations. 3. Repeating and correction	F I/R-F1 I/R-F2 I/R-F3	2 2 4

## Appendix 2.

### Interview Guideline

#### Students' Experience of Using Duolingo in Learning Speaking

(Braun and Clark, 2006)

Theory	Aspect		Indicator	Question
Paulsen (2020) & Brown (2004)	Intrapersonal dan Interpersonal Experience	Grammar	1. Tenses 2. Part of speech (verb, noun, adverb,etc)	1. Can you tell your experience while learning grammar in speaking feature at Duolingo application? 2. Could you tell me what the grammar you have learned/discovered when learning speaking using Duolingo?
		vocabulary	1. Numbers 2. Verb 3. Pronouns 4. Time 5. Greeting 6. Suggestion 7. Permission 8. Asking and of giving opinion	3. Could you tell me about your experience, how you learn vocabulary while learning speaking using Duolingo application. 4. What types of vocabulary did you gain when learning to speak using Duolingo app?

		pronunciation	<ol style="list-style-type: none"> <li>1. Articulation</li> <li>Clarity</li> <li>2. Accent</li> <li>3. Intonation</li> </ol>	<ol style="list-style-type: none"> <li>5. Could you tell me about your experience, how you learn pronunciation while learning speaking using Duolingo application?</li> <li>6. Did you find the speaking feature at Duolingo application give the clarity of articulation, intonation and accent when pronouncing the words/sentences? Explain!</li> <li>7. Can you tell me how the accent given by the speaking feature at Duolingo application Affect your Speaking fluency?</li> </ol>
		Fluency	<ol style="list-style-type: none"> <li>1. Speech Rate</li> <li>2. pauses and hesitations</li> <li>.3. Repeating and correction</li> </ol>	<ol style="list-style-type: none"> <li>8. Could you tell me about your experience, how your speaking fluency is honed while learning speaking using Duolingo application?</li> <li>9. Could you tell me how the speech rate feature at Duolingo application, did it assist your speech rate?</li> <li>10. How do you follow/imitate the way of speaking or pronouncing the words/sentences given by Duolingo application?</li> </ol>

### Appendix 3.

#### INTERVIEW SCRIPT

##### Instruction

Before conducting interviews, the researchers requested consent from the students to gather data, as well as their willingness to participate in the learning process using Duolingo application and share their experiences with speaking. Researchers attempt to schedule the day and time of interviews after students affirm their willingness to participate.

**Day/Date** : Friday/4 October 2024

**Place** : In the Classroom

**Time** : 07:00 WIB

**Interviewer** : Researcher

**Interviewee** : Student 1

Student & research er code	Statement (Raw Data )	Preliminary code	Final code
R	1. <i>Can you tell your experience while learning grammar in speaking feature at Duolingo application?</i>		
S-1	<i>My experience when learning grammar using the Duolingo app in speaking is very <b>pleasant</b>. And also <b>not bored</b>, I learn grammar in the Duolingo app when speaking by looking at the text available in the speaking feature.</i>	<b>Pleasant, not bored</b>	<b>I/S1-(Intra)</b>
R	2. <i>Could you tell me what grammar you have learned/discovered when learning speaking using Duolingo?</i>		
S-1	<i>The grammar I learned in learning to speak using Duolingo such as <b>verb</b> miss, <b>noun</b>, and <b>adverb</b>.</i>	<b>Part of speech (verb, noun, adverb,etc)</b>	<b>I/S1-G2</b>
R	3. <i>Could you tell me about your experience, how you learn vocabulary while learning speaking using Duolingo application.</i>		

S-1	<i>my experience when learning vocabulary using Duolingo is <b>difficult</b> miss, because I am also still <b>confused</b> with the meaning of the vocabulary itself</i>	<b>Difficult, confused</b>	<b>I/S1-(Intra)</b>
R	4. <i>What types of vocabulary did you gain when learning to speak using Duolingo app?</i>		
S1	<i>In the Duolingo application I learn vocabulary, namely <b>verbs: like, eat, drink, buy, go, etc.</b></i>	<b>Verbs : eat, drink, buy, go, etc.</b>	<b>I/S1-V2</b>
R	5. <i>Could you tell me about your experience, how you learn pronunciation while learning speaking using Duolingo application?</i>		
S-1	<i>When learning pronunciation using the duolingo application I find it <b>easy</b>, because the sentences displayed by duolingo are short sentences so it is easy to follow. then if I am wrong in pronunciation I can do a repeat</i>	<b>Easy</b>	<b>I/S1-(Intra)</b>
R	6. <i>Did you find the speaking feature at Duolingo application give the clarity of articulation, intonation and accent when pronouncing the words/sentences? Explain!</i>		
	<i>yes miss, I feel Duolingo provides <b>clarity of articulation</b></i>	<b>Articulation clarity</b>	<b>I/S1-P1</b>
R	7. <i>Can you tell me how the accent given by the speaking feature at Duolingo application affect your Speaking fluency?</i>		
S-1	<i>I <b>don't know about accent</b> miss yet, so I haven't studied it too much.</i>	<b>Don't know About Accent</b>	<b>DKAA</b>
R	8. <i>Could you tell me about your experience, how your speaking fluency is honed while learning speaking using Duolingo application?</i>		
S-1	<i>When I learning fluency using the duolingo app is <b>quite easy</b>, but I have to practice</i>	<b>Quite easy</b>	<b>I/S1-(Intra)</b>

	<i>continuously so that my fluency skills are honed when speaking</i>		
R	9. <i>Could you tell me how the speech rate feature at Duolingo application, did it assist your speech rate?</i>		
S-1	<i>The speed feature on Duolingo can help my <b>speaking speed</b>, I often practice at home and at school,</i>	<b>Speed feature</b>	<b>I/S1-F1</b>
R	10. <i>How do you follow/imitate the way of speaking or pronouncing the words/sentences given by Duolingo application?</i>		
S-1	<i>By looking at the sentences given in the feature, then I speak following the words or sentences displayed. then occasionally listen to the sound then <b>repeat</b> following the sound</i>	<b>Repeating and correction</b>	<b>I/S1-F3</b>

## INTERVIEW SCRIPT

### Instruction

Before conducting interviews, the researchers requested consent from the students to gather data, as well as their willingness to participate in the learning process using Duolingo application and share their experiences with speaking. Researchers attempt to schedule the day and time of interviews after students affirm their willingness to participate.

**Day/Date** : Friday/4 October 2024

**Place** : In the Classroom

**Time** : 07:00 WIB

**Interviewer** : Researcher

**Interviewee** : Student 2

Student & researcher code	Statement (Raw Data)	Preliminary code	Final code
R	1. <i>Can you tell your experience while learning grammar in speaking feature at Duolingo application?</i>		
S-2	<i>My experience of learning using Duolingo application is very <b>exciting</b> miss, I am very <b>interested</b> in this application. When learning grammar using Duolingo application, I feel it helps me in learning grammar.</i>	<b>Exciting, interested</b>	<b>I/S2-(Intra)</b>
R	2. <i>Could you tell me what grammar you have learned/discovered when learning speaking using Duolingo?</i>		
S-2	<i>Like <b>verb noun, adverb</b> miss, for tenses I don't really understand yet.</i>	<b>Part of speech (verb, noun, adverb, etc)</b>	<b>I/S2-G2</b>
R	3. <i>Could you tell me about your experience, how you learn vocabulary while learning speaking using Duolingo application.</i>		
S-2	<i>When I learn vocabulary using the Duolingo app, it is very <b>fun</b>, I <b>enjoy</b> the learning process</i>	<b>Fun, enjoy,</b>	<b>I/S2-(Intra)</b>

	<i>and <b>do not get bored</b> while learning. When learning vocabulary in speaking I find it easier than learning grammar. Because learning vocabulary only focuses on finding vocabulary that we don't know before.</i>	<b>do not get bored</b>	
R	4. <i>What types of vocabulary did you gain when learning to speak using Duolingo app?</i>		
S-2	<i>The types of vocabulary that I learned is <b>pronouns</b>. Namely: <b>me, you, she</b>.</i>	<b>Pronouns : me, you, she</b>	<b>I/S2-V3</b>
R	5. <i>Could you tell me about your experience, how you learn pronunciation while learning speaking using Duolingo application?</i>		
S-2	<i>My experience learning pronunciation is very <b>fun</b> and <b>easy</b> to do, because the features available are also <b>easy</b> to use.</i>	<b>Fun, easy,</b>	<b>I/S2-(Intra)</b>
R	6. <i>Did you find the speaking feature at Duolingo application give the clarity of articulation, intonation and accent when pronouncing the words/sentences? Explain!</i>		
S-2	<i>Yes, the Duolingo feature provides clear <b>intonation</b>, so I am comfortable learning to use this application. For articulation and accent I am still learning to understand again miss.</i>	<b>Intonation</b>	<b>I/S2-P3</b>
R	7. <i>Can you tell me how the accent given by the speaking feature at Duolingo application affect your Speaking fluency?</i>		
S-2	<i>I <b>don't understand about accent</b> miss. So, when I listen the Duolingo speaking, I just listen, don't understand about accent</i>	<b>don't understand about accent</b>	<b>DUAA</b>
R	8. <i>Could you tell me about your experience, how your speaking fluency is honed while learning speaking using Duolingo application?</i>		

S-2	<i>When I learn fluency using duolingo I feel <b>exciting</b>, this will be an <b>interesting</b> learning. In the process I learn By continuously and completing the challenges given by the feature can make my speaking fluency continue to be honed.</i>	<b>Exciting, interesting</b>	<b>I/S2-(Intra)</b>
R	9. <i>Could you tell me how the speech rate feature at Duolingo application, did it assist your speech rate?</i>		
S-2	<i>Yes the speaking speed helps my speaking fluency because the <b>speaking speed</b> given by Duolingo is the speed of speech that is generally taught by the teacher, so I think this is not too difficult and helps in smoothing my English speaking.</i>	<b>Speed feature</b>	<b>I/S2-F1</b>
R	10. <i>How do you follow/imitate the way of speaking or pronouncing the words/sentences given by Duolingo application?</i>		
S-2	<i>By looking at the words or sentences displayed, then I follow and speak. Then if I make a mistake I can make <b>corrections</b> to the wrong part and <b>repeat</b> it.</i>	<b>Repeat and correction</b>	<b>I/S2-F3</b>

## INTERVIEW SCRIPT

### Instruction

Before conducting interviews, the researchers requested consent from the students to gather data, as well as their willingness to participate in the learning process using Duolingo application and share their experiences with speaking. Researchers attempt to schedule the day and time of interviews after students affirm their willingness to participate.

**Day/Date** : Friday/4 October 2024

**Place** : In the Classroom

**Time** : 07:00 WIB

**Interviewer** : Researcher

**Interviewee** : Student 3

Student & researcher code	Statement (Raw Data)	Preliminary code	Final code
R	1. <i>Can you tell your experience while learning grammar in speaking feature at Duolingo application?</i>		
S-3	<i>Learning using Duolingo is very <b>fun</b>, because I feel that learning using this application is <b>not boring</b> and I am very <b>enthusiastic</b> about learning using Duolingo. In the learning process, learning grammar through the speaking feature in the Duolingo app, I arrange the steps first by speaking, then repeating actively after that analyzing the results that I have learned.</i>	<b>fun, not boring enthusiastic</b>	<b>I/S3-(Intra)</b>
R	2. <i>Could you tell me what grammar you have learned/discovered when learning speaking using Duolingo?</i>		
S-3	<i>In regard with learning grammar while speaking, I prefer learn more in tenses especially the <b>present tense</b> miss, because it used for my daily communication like “she eats bread, she goes to school etc.”</i>	<b>Tenses</b>	<b>I/S3-G1</b>

R	3. <i>Could you tell me about your experience, how you learn vocabulary while learning speaking using Duolingo application.</i>		
S-3	<i>Duolingo teaches vocabulary through <b>fun</b> repetitive exercises, new words are introduced in the context of sentences with audio images, and translations and makes learning vocabulary more <b>interesting</b> and motivates users to keep practicing. I am very <b>happy</b> to use this app to learn. I just focus on studying, there is no interaction with others</i>	<b>Fun, interesting, happy</b>	<b>I/S3-(Intra)</b>
R	4. <i>What types of vocabulary did you gain when learning to speak using Duolingo app?</i>		
S-3	When learning to use Duolingo the vocabulary I learned was <b>pronouns: me, you, man, woman, boy, she, he, it, yours, their,</b> etc.	<b>Pronouns: me, you, man, woman.</b>	<b>I/S3-V3</b>
R	5. <i>Could you tell me about your experience, how you learn pronunciation while learning speaking using Duolingo application?</i>		
S-3	<i>Learning pronunciation using the Duolingo application is <b>quite fun</b>. It just takes extra practice for maximum results. If it's only once or twice, it might not be enough to make my pronunciation better. Therefore, I have to be more active in practicing</i>	<b>Quite fun</b>	<b>I/S3-(Intra)</b>
R	6. <i>Did you find the speaking feature at Duolingo application give the clarity of articulation, intonation and accent when pronouncing the words/sentences? Explain!</i>		
S-3	<i>In my opinion, Duolingo can provide <b>clarity</b> of <b>articulation</b> on each word or sentence given, so that I can hear it clearly.</i>	<b>Articulation clarity</b>	<b>I/S3-P1</b>

R	7. <i>Can you tell me how the accent given by the speaking feature at Duolingo application affect your Speaking fluency?</i>		
S-3	<i>I <b>don't understand</b> accent miss yet, that's why I can't grasp the meaning of accent itself. But I keep learning.</i>	<b>don't understand accent</b>	<b>DUA</b>
R	8. <i>Could you tell me about your experience, how your speaking fluency is honed while learning speaking using Duolingo application?</i>		
S-3	<i>I <b>enjoy</b> using the Duolingo app to learn speaking fluency. I find it <b>quite easy</b>. Then While studying with Duolingo, my fluency in speaking has improved for basic sentences and everyday phrases. However, my fluency in long sentences still needs more practice.</i>	<b>Enjoy, quite easy</b>	<b>I/S3-(Intra)</b>
R	9. <i>Could you tell me how the speech rate feature at Duolingo application, did it assist your speech rate?</i>		
S-3	<i>Duolingo's speaking speed feature allows users to hear the pronunciation of words and sentences at various speeds. In this case I still find it difficult, sometimes I am afraid to speak for fear of not being able to so I <b>pause</b> when speaking.</i>	<b>Pause and Hesitations</b>	<b>I/S3-F2</b>
R	10. <i>How do you follow/imitate the way of speaking or pronouncing the words/sentences given by Duolingo application?</i>		
S-3	<i>I follow Duolingo speaking by listening carefully to the pronunciation of a word or sentence, then imitating it directly. I try to imitate the rhythm, intonation, and pronunciation of the audio. Then I <b>repeat</b> it</i>	<b>Repeat and correction</b>	<b>I/S3-F3</b>

## INTERVIEW SCRIPT

### Instruction

Before conducting interviews, the researchers requested consent from the students to gather data, as well as their willingness to participate in the learning process using Duolingo application and share their experiences with speaking. Researchers attempt to schedule the day and time of interviews after students affirm their willingness to participate.

**Day/Date** : Friday/4 October 2024

**Place** : In the Classroom

**Time** : 07:00 WIB

**Interviewer** : Researcher

**Interviewee** : Student 4

Student & researcher code	Statement (Raw Data)	Preliminary code	Final code
R	<i>1. Can you tell your experience while learning grammar in speaking feature at Duolingo application?</i>		
S-4	<i>Learning using duolingo is very <b>fun</b>. In the learning process. I learn grammar when speaking by looking at the text that is being downloaded. Simultaneously I try to learn grammar.</i>	<b>Fun</b>	<b>I/S4-(Intra)</b>
R	<i>2. Could you tell me what grammar you have learned/discovered when learning speaking using Duolingo?</i>		
S-4	<i>Duolingo teaches a lot of grammar such as conjunctions, verbs, personal pronouns, nouns and interrogative sentences.</i>	<b>Part of speech (verb, noun, adverb,etc)</b>	<b>I/S4-G2</b>
R	<i>3. Could you tell me about your experience, how you learn vocabulary while learning speaking using Duolingo application.</i>		

S-4	<i>Duolingo teaches vocabulary in a <b>fun</b> way, Duolingo teaches vocabulary that is quite complex. Even so, the words in Duolingo are easy to understand.</i>	<b>Fun</b>	<b>I/S4-(Intra)</b>
R	4. <i>What types of vocabulary did you gain when learning to speak using Duolingo app?</i>		
S-4	<i>While learning on Duolingo, I found everyday words such as: bring, buy, hear, give, (verb).</i>	<b>Verb : bring, buy, hear, give, etc.</b>	<b>I/S4-V2</b>
R	5. <i>Could you tell me about your experience, how you learn pronunciation while learning speaking using Duolingo application?</i>		
S-4	<i>Learning pronunciation using the Duolingo application is <b>very fun</b>. At the same time. Activities that can be done while studying are while looking at the text then reading. Then speaking. it's very exciting to learn using Duolingo</i>	<b>Fun</b>	<b>I/S4-(Intra)</b>
R	6. <i>Did you find the speaking feature at Duolingo application give the clarity of articulation, intonation and accent when pronouncing the words/sentences? Explain!</i>		
S-4	<i>Yes, Duolingo provides features with articulation clarity so that it is not too difficult for me to catch the meaning of each word or sentence.</i>	<b>Articulation clarity</b>	<b>I/S4-P1</b>
R	7. <i>Can you tell me how the accent given by the speaking feature at Duolingo application affect your Speaking fluency?</i>		
S-4	<i>I'm still <b>confused about accent</b>, but I will continue to learn.</i>	<b>confused about accent</b>	<b>CAA</b>
R	8. <i>Could you tell me about your experience, how your speaking fluency is honed while learning speaking using Duolingo application?</i>		

S-4	<i>I still find it <b>difficult</b> to learn fluency using Duolingo. However, in the learning process I continue to try, in practice my skills are honed because of the practice that is done continuously</i>	<b>Difficult</b>	<b>I/S4-(Intra)</b>
R	9. <i>Could you tell me how the speech rate feature at Duolingo application, did it assist your speech rate?</i>		
S-4	<i>I thought the Duolingo feature seemed to help my speaking speed, but when I was about to speak, I felt nervous and <b>hesitant</b>, which made my speaking practice not optimal.</i>	<b>Pause and Hesitations</b>	<b>I/S4-F2</b>
R	10. <i>How do you follow/imitate the way of speaking or pronouncing the words/sentences given by Duolingo application?</i>		
S-4	<i>When learning in Duolingo, I can <b>imitate the words</b> given by Duolingo because the words given are very clear.</i>	<b>imitate the words</b>	<b>ITW</b>

## INTERVIEW SCRIPT

### Instruction

Before conducting interviews, the researchers requested consent from the students to gather data, as well as their willingness to participate in the learning process using Duolingo application and share their experiences with speaking. Researchers attempt to schedule the day and time of interviews after students affirm their willingness to participate.

**Day/Date** : Friday/4 October 2024

**Place** : In the Classroom

**Time** : 07:00 WIB

**Interviewer** : Researcher

**Interviewee** : Student 5

Student & researcher code	Statement (Raw Data)	Preliminary code	Final code
R	1. <i>Can you tell your experience while learning grammar in speaking feature at Duolingo application?</i>		
S-5	<i>When I learning grammar using the Duolingo app is quite <b>fun</b>. Learning in class is <b>not boring</b>.</i>	<b>Fun, not boring</b>	<b>I/S5-(Intra)</b>
R	2. <i>Could you tell me what grammar you have learned/discovered when learning speaking using Duolingo?</i>		
S-5	<i>The grammar I learned is <b>verbs, nouns, and personal pronouns</b>.</i>	<b>Part of speech (verb, noun, adverb, etc)</b>	<b>I/S5-G2</b>
R	3. <i>Could you tell me about your experience, how you learn vocabulary while learning speaking using Duolingo application.</i>		
S-5	<i>My experience when learning vocabulary using the Duolingo application is <b>fun</b>, because the features, as well as the materials</i>	<b>Fun Interesting</b>	<b>I/S5-(Intra)</b>

	<i>provided are <b>interesting</b>. No interaction, I focus on the application</i>		
R	4. <i>What types of vocabulary did you gain when learning to speak using Duolingo app?</i>		
S-5	<i><b>Pronouns: boy, I, you, she, he, her, him, etc.</b></i>	<i><b>Pronouns: boy, I, you, she, he, her, him, etc.</b></i>	<b>I/S5-V3</b>
R	5. <i>Could you tell me about your experience, how you learn pronunciation while learning speaking using Duolingo application?</i>		
S-5	<i>When I learning pronunciation using Duolingo, it's quite <b>easy</b> and <b>fun</b>, because it provides clear sentences, so it's easy to follow, then if I'm wrong I can repeat the sentence.</i>	<i><b>Easy, fun</b></i>	<b>I/S5-(Intra)</b>
R	6. <i>Did you find the speaking feature at Duolingo application give the clarity of articulation, intonation and accent when pronouncing the words/sentences? Explain!</i>		
S-5	<i>In my opinion, the Duolingo feature provides clarity of <b>intonation</b>, for articulation I have to learn more, two to three times repeating. For accents I don't understand yet.</i>	<i><b>Intonation</b></i>	<b>I/S5-P3</b>
R	7. <i>Can you tell me how the accent given by the speaking feature at Duolingo application affect your Speaking fluency?</i>		
S-5	<i>The accent provided by the Duolingo app <b>does not affect</b> my fluency, I need to learn more</i>	<i><b>Does not affect</b></i>	<b>DNA</b>
R	8. <i>Could you tell me about your experience, how your speaking fluency is honed while learning speaking using Duolingo application?</i>		
S-5	<i>When I learning fluency using Duolingo was <b>very enjoyable</b> and <b>interesting</b>. Then my</i>	<i><b>Enjoyable, interesting</b></i>	<b>I/S5-(Intra)</b>

	<i>fluency was honed because of the learning activities or exercises that were carried out continuously. I often practice speaking two to three times trying to follow the style of native speakers in the duolingo application, miss</i>		
R	9. <i>Could you tell me how the speech rate feature at Duolingo application, did it assist your speech rate?</i>		
S-5	<i>The speed feature <b>doesn't assist me</b> in learning fluency</i>	<i><b>doesn't assist me</b></i>	<b>DAM</b>
R	10. <i>How do you follow/imitate the way of speaking or pronouncing the words/sentences given by Duolingo application?</i>		
S-5	<i>I <b>imitate by reading</b> the sentences provided and also listening to the sounds provided and the I speaking practice</i>	<i><b>Imitate by reading</b></i>	<b>IBR</b>

## INTERVIEW SCRIPT

### Instruction

Before conducting interviews, the researchers requested consent from the students to gather data, as well as their willingness to participate in the learning process using Duolingo application and share their experiences with speaking. Researchers attempt to schedule the day and time of interviews after students affirm their willingness to participate.

**Day/Date** : Friday/4 October 2024

**Place** : In the Classroom

**Time** : 07:00 WIB

**Interviewer** : Researcher

**Interviewee** : Student 6

Student & researcher code	Statement (Raw Data )	Preliminary code	Final code
R	<i>1. Can you tell your experience while learning grammar in speaking feature at Duolingo application?</i>		
S-6	<i>I feel <b>happy</b> to be able to use the duolingo application to learn English. Because this application is very <b>interesting</b>, then the features are also easy to use. In the learning process when I talk together I read the sentence in detail then learn what grammar is contained in the sentence.</i>	<i><b>happy, interesting</b></i>	<b>I/S6-(Intra)</b>
R	<i>2. Could you tell me what grammar you have learned/discovered when learning speaking using Duolingo?</i>		
S-6	<i>The grammar I learned is verbs, nouns and interrogative sentences.</i>	<i><b>Part of speech (verb, noun, adverb,etc)</b></i>	<b>I/S6-G2</b>
R	<i>3. Could you tell me about your experience, how you learn vocabulary while learning speaking using Duolingo application.</i>		

S-6	<i>My experience using Duolingo in learning English vocabulary is quite <b>enjoyable</b>, Duolingo is an <b>easy</b> and <b>interesting</b> application, which can help improve my English skills.</i>	<b>Enjoyable, easy, interesting</b>	<b>I/S6-(Intra)</b>
R	<i>4. What types of vocabulary did you gain when learning to speak using Duolingo app?</i>		
S-6	<i>New vocabulary that I got such as, woman, me, you, boy, man, ours, their, etc.</i>	<b>Pronouns : woman, me, you, boy, man, ours, their, etc.</b>	<b>I/S6-V3</b>
R	<i>5. Could you tell me about your experience, how you learn pronunciation while learning speaking using Duolingo application?</i>		
S-6	<i>When learning pronunciation using duolingo I feel <b>very enjoyable</b>. I enjoy learning using the duolingo application</i>	<b>Very enjoyable</b>	<b>I/S6-(Intra)</b>
R	<i>6. Did you find the speaking feature at Duolingo application give the clarity of articulation, intonation and accent when pronouncing the words/sentences? Explain!</i>		
S-6	<i>Yes, Duolingo provides clarity of articulation. That's why it's fun to use Duolingo because Duolingo provides easy features for learning which of course this can help me in learning</i>	<b>Articulation clarity</b>	<b>I/S6-P1</b>
R	<i>7. Can you tell me how the accent given by the speaking feature at Duolingo application affect your Speaking fluency?</i>		
S-6	<i>The accent provided by the Duolingo app <b>does not affect</b> my fluency, I need to learn more</i>	<b>Does not affect</b>	<b>DNA</b>
R	<i>8. Could you tell me about your experience, how your speaking fluency</i>		

	<i>is honed while learning speaking using Duolingo application?</i>		
S-6	<i>When I learn fluency using duolingo I still find it <b>difficult</b>. Maybe because my English skills are still very low so I have <b>difficulty</b>. Especially when I meet long sentences. I feel <b>afraid</b> to say them. then to hone my fluency skills I practice speaking continuously</i>	<b>Difficult, afraid</b>	<b>I/S6-(Intra)</b>
R	9. <i>Could you tell me how the speech rate feature at Duolingo application, did it assist your speech rate?</i>		
S-6	<i>The speed feature <b>doesn't</b> assist me in learning fluency</i>	<b>Doesn't assist me</b>	<b>DAM</b>
R	10. <i>How do you follow/imitate the way of speaking or pronouncing the words/sentences given by Duolingo application?</i>		
S-6	<i>By reading then following the sentence by speaking, if I make a mistake I can do a <b>repeat</b></i>	<b>Repeating and Corecction</b>	<b>I/S6-F3</b>

## INTERVIEW SCRIPT

### Instruction

Before conducting interviews, the researchers requested consent from the students to gather data, as well as their willingness to participate in the learning process using Duolingo application and share their experiences with speaking. Researchers attempt to schedule the day and time of interviews after students affirm their willingness to participate.

**Day/Date** : Friday/4 October 2024

**Place** : In the Classroom

**Time** : 07:00 WIB

**Interviewer** : Researcher

**Interviewee** : Student 7

Student & researcher code	Statement (Raw Data )	Preliminary code	Final code
R	<i>1. Can you tell your experience while learning grammar in speaking feature at Duolingo application?</i>		
S-7	<i>I feel learning grammar using Duolingo app <b>difficult</b> miss, because honestly I <b>don't understand</b> grammar yet. Then I only learn a few grammars because learning grammar takes a long time.</i>	<i><b>Difficult, don't understand</b></i>	<b>I/S7-(Intra)</b>
R	<i>2. Could you tell me what grammar you have learned/discovered when learning speaking using Duolingo?</i>		
S-7	<i>The grammar that I learned when learning to use Duolingo is subject, <b>verb</b> and <b>adverb</b>.</i>	<i><b>Part of speech (verb, noun, adverb,etc)</b></i>	<b>I/S7-G2</b>
R	<i>3. Could you tell me about your experience, how you learn vocabulary while learning speaking using Duolingo application.</i>		

S-7	<i>My experience of learning vocabulary using Duolingo is very <b>pleasant</b>, because previously I did not like English, with this application I feel <b>happier</b> to learn English.</i>	<b>Pleasant, happier</b>	<b>I/S7-(Intra)</b>
R	4. <i>What types of vocabulary did you gain when learning to speak using Duolingo app?</i>		
S-7	<i>The types of vocabulary that I learn are, <b>verbs: give, eat, go, hold, etc.</b> For tenses I don't understand yet.</i>	<b>Verbs: give, eat, go, hold, etc.</b>	<b>I/S7-V2</b>
R	5. <i>Could you tell me about your experience, how you learn pronunciation while learning speaking using Duolingo application?</i>		
S-7	<i>When I learn pronunciation in speaking using the Duolingo application I still find it <b>difficult</b> miss, because in my opinion learning pronunciation is difficult whether using the application or learning with a book. but I keep trying miss</i>	<b>Difficult</b>	<b>I/S7-(Intra)</b>
R	6. <i>Did you find the speaking feature at Duolingo application give the clarity of articulation, intonation and accent when pronouncing the words/sentences? Explain!</i>		
S-7	<i>I think the Duolingo feature provides <b>clarity</b> of <b>articulation</b>, it's just that my English skills are still low, sometimes I have difficulty understanding the meaning of the words/sentences given. For intonation and accent I can't understand the miss.</i>	<b>Articulation clarity</b>	<b>I/S7-P1</b>
R	7. <i>Can you tell me how the accent given by the speaking feature at Duolingo application affect your Speaking fluency?</i>		
S-7	<i>The accent provided by the Duolingo app <b>does not affect</b> my fluency, I need to learn more</i>	<b>Does not affect</b>	<b>DNA</b>
R	8. <i>Could you tell me about your experience, how your speaking fluency</i>		

	<i>is honed while learning speaking using Duolingo application?</i>		
S-7	<i>When learning to use the Duolingo application it is very <b>exciting</b>, then my fluency is honed because of the speaking exercises that I always do repeatedly.</i>	<b>Exciting</b>	<b>I/S7-(Intra)</b>
R	<i>9. Could you tell me how the speech rate feature at Duolingo application, did it assist your speech rate?</i>		
S-7	<i>The speed feature <b>doesn't assist me</b> in learning fluency</i>	<b>Doesn't assist me</b>	<b>DAM</b>
R	<i>10. How do you follow/imitate the way of speaking or pronouncing the words/sentences given by Duolingo application?</i>		
S-7	<i>I'm <b>follow looking at the sentence</b> that has been provided then I follow it, sometimes I <b>listen then follow what they say.</b></i>	<b>follow looking at the sentence</b>	<b>FLTS</b>

## INTERVIEW SCRIPT

### Instruction

Before conducting interviews, the researchers requested consent from the students to gather data, as well as their willingness to participate in the learning process using Duolingo application and share their experiences with speaking. Researchers attempt to schedule the day and time of interviews after students affirm their willingness to participate.

**Day/Date** : Friday/4 October 2024

**Place** : In the Classroom

**Time** : 07:00 WIB

**Interviewer** : Researcher

**Interviewee** : Student 8

Student & researcher code	Statement (Raw Data )	Preliminary code	Final code
R	<i>1. Can you tell your experience while learning grammar in speaking feature at Duolingo application?</i>		
S-8	<i>When learning grammar using the duolingo application I find it <b>difficult</b> miss. Because grammar is difficult to learn. It takes a long time and further understanding to learn grammar. And in the learning process I only learn a little grammar.</i>	<b>Difficult</b>	<b>I/S8-(Intra)</b>
R	<i>2. Could you tell me what grammar you have learned/discovered when learning speaking using Duolingo?</i>		
S-8	<i>Verb , noun, adverb,</i>	<i>Part of speech (verb, noun, adverb,etc)</i>	<b>I/S8-G2</b>
R	<i>3. Could you tell me about your experience, how you learn vocabulary while learning speaking using Duolingo application.</i>		

S-8	<i>My experience of learning vocabulary using Duolingo, I think it is quite <b>easy</b>, and I also found many words that I did not know before. Besides in speaking I also try to learn vocabulary by reading, listening, and writing.</i>	<b>Easy</b>	<b>I/S8-(Intra)</b>
R	4. <i>What types of vocabulary did you gain when learning to speak using Duolingo app?</i>		
S-8	<b>Man, woman, she, her, ours, him, boy, etc.</b>	<b>Pronouns: Man, woman, she, her, ours, him, boy, etc.</b>	<b>I/S8-V3</b>
R	5. <i>Could you tell me about your experience, how you learn pronunciation while learning speaking using Duolingo application?</i>		
S-8	<i>When I learning pronunciation using Duolingo. I <b>feel happy, enjoy</b> with this application, because this application help me to learn English lesson</i>	<b>Feel, happy, enjoy</b>	<b>I/S8-(Intra)</b>
R	6. <i>Did you find the speaking feature at Duolingo application give the clarity of articulation, intonation and accent when pronouncing the words/sentences? Explain!</i>		
S-8	<i>In my opinion, for clarity of articulation I still have a little trouble to catch the meaning of the words or sentences given, if for <b>intonation</b> I think it is clear miss, for accents I don't understand yet.</i>	<b>Intonation</b>	<b>I/S8-P3</b>
R	7. <i>Can you tell me how the accent given by the speaking feature at Duolingo application affect your Speaking fluency?</i>		
S-8	<i>The accent provided by the Duolingo app <b>does not affect</b> my fluency, I need to learn more</i>	<b>Does not affect</b>	<b>DNA</b>
R	8. <i>Could you tell me about your experience, how your speaking fluency</i>		

	<i>is honed while learning speaking using Duolingo application?</i>		
S-8	<i>I feel happy to be able to learn using this application. My fluency skills are honed by continuing to practice, practice, not only by using the Duolingo application, but I also have to learn to practice on my own.</i>	<b>Feel happy</b>	<b>I/S8-(Intra)</b>
R	<i>9. Could you tell me how the speech rate feature at Duolingo application, did it assist your speech rate?</i>		
S-8	<i>The speed feature doesn't assist me in learning fluency</i>	<b>Doesn't assist me</b>	<b>DAM</b>
R	<i>10. How do you follow/imitate the way of speaking or pronouncing the words/sentences given by Duolingo application?</i>		
S-8	<i>Reading and listening, I then followed what Duolingo told me to do.</i>		

**Appendix 4. Thematizing and Coding of Students' Interview and Reflective  
Journal Result  
(Braun and Clark, 2006)**

No	Aspects of Experience	Code	Total	Aspect of Speaking	Indicator	Code	Total
1	Intrapersonal	I-Intra R-Intra	<b>8</b>	Grammar (Adapted from Brown, 2004)	1. Tenses 2. Part of speech (verb, noun, and adverb. Etc.)	G I/R-G1 I/R-G2	1 7
2	Interpersonal	I-Inter R-Inter	<b>0</b>	Vocabulary (Adapted from Brown, 2004)	1. Numbers 2. Verb 3. Pronouns 4. Time 5. Greeting 6. Suggestion 7. Permission 8. Asking and of giving opinion	V I/R-V1 I/R-V2 I/R-V3 I/R-V4 I/R-V5 I/R-V6 I/R-V7 I/R-V8	4 4 - - - -
3				Pronunciation (Adapted from Brown, 2004)	1. Articulation Clarity 2. Accent 3. Intonation	P I/R-P1 I/R-P2 I/R-P3	5 - 3
4				Fluency (Adapted from Brown, 2004)	1. Speech Rate 2. Pauses and Hesitations. 3. Repeating and correction	F I/R-F1 I/R-F2 I/R-F3	2 2 4

### Appendix 5. Reflective Journal Guideline

Theory	Aspect of experience	Aspect of Speaking	Indicator	Instruction
Paulsen (2020) & Brown (2004)	Intrapersonal	Grammar	1. Tenses 2. Part of speech (verb, noun, adverb, etc.)	Reflect your experience while learning grammar in speaking feature at Duolingo application
	Interpersonal	vocabulary	1. Numbers 2. Verb 3. Pronouns 4. Time 5. Greeting 6. Suggestion 7. Permission 8. Asking and of giving opinion	Reflect on your experience when learning vocabulary using the Duolingo app.
		pronunciation	1. Articulation Clarity 2. Accent 3. Intonation	Reflect on your experience when learning pronunciation in speaking using Duolingo
		Fluency	1. Speech Rate 2. Pauses and Hesitations. 3. Repeating and correction	Reflecting on your experience when learning fluency in speaking using Duolingo.

### Appendix 6. REFLECTIVE JOURNAL SHEET

This reflective journal was created to find out students' experiences of using Duolingo application in learning speaking courses starting from Grammar, vocabulary, pronunciation, and fluency. Tell us about your experience in the column below

Participant : S1		Date: 05/10/2024		
No	Aspect of experience	Instruction	Reflective Notes	Code
1	Grammar	Reflect your experience while learning grammar in speaking feature at Duolingo application	When I learn grammar in class using the Duolingo app I feel very happy because i feel learning will not be bored, the teacher also explains and brings an easy and interesting application to use, so we are more excited to learn English in class. Then for grammar itself actually i feel this is the most difficult part, because you have to really understand the grammar itself. What i learn when learning grammar when speaking is only verb, noun, and adverb. For the rest i don't really understand yet.	<b>R/S1-(Intra)</b>
2	Vocabulary	Reflect on your experience when learning vocabulary using the Duolingo app.	My experience when learning vocabulary using the Duolingo application I find it <b>difficult</b> . because first I don't know the meaning of the word and my memory is not good so it is difficult to learn vocabulary, then the vocabulary I get is also not much only a few maybe I should practice more using the Duolingo application.	<b>R/S1-(Intra)</b>
3	Pronunciations	Reflect on your experience when learning pronunciation in speaking using Duolingo	My experience using the Duolingo application is very <b>pleasant</b> . Learning pronunciation using this application is also <b>easy</b> and can help in learning. Often I find sentences that are not too long so it is still easy to follow. And also the language is everyday language if it is not too difficult to catch the meaning of the sentence. I feel happy and helped in learning pronunciation using Duolingo.	<b>R/S1-(Intra)</b>

4	Fluency	Reflecting on your experience when learning fluency in speaking using Duolingo.	My experience using the Duolingo app in learning fluency is quite <b>easy</b> , then I <b>enjoy</b> the learning process. to hone my fluency skills, I have to practice continuously because if I only practice once or twice it is not enough in my opinion to honed my fluency	<b>R/S1-(Intra)</b>
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### REFLECTIVE JOURNAL SHEET

This reflective journal was created to find out students' experiences of using Duolingo application in learning speaking courses starting from Grammar, vocabulary, pronunciation, and fluency. Tell us about your experience in the column below.

Participant : S2		Date: 05/10/2024		
No	Aspect of experience	Instruction	Reflective Notes	Code
1	Grammar	Reflect your experience while learning grammar in speaking feature at Duolingo application	My experience learning part of speech using Duolingo was very <b>happy</b> . Although there is not much part of speech that I learned or I got, <b>but I feel happy</b> because by learning to use this application.	<b>R/S2-(Intra)</b>
2	Vocabulary	Reflect on your experience when learning vocabulary using the Duolingo app.	My experience learning vocabulary using the Duolingo app was very <b>enjoyable</b> . I learn vocabulary while speaking by looking at the sentences given by Duolingo, often the sentences given by Duolingo are sentences that I did not know before, and the vocabulary used is also unknown to me, so this really helps me in learning vocabulary while speaking. When learning I did not do any interaction	<b>R/S2-(Intra)</b>
3	Pronunciations	Reflect on your experience when learning pronunciation in speaking using Duolingo	My experience learning pronunciation while speaking Duolingo is very <b>fun</b> , because it is equipped with <b>interesting</b> features, so it is <b>not boring</b> when learning. Then the sentences given by Duolingo are short sentences so I feel this is easy to practice.	<b>R/S2-(Intra)</b>
4	Fluency	Reflecting on your experience when learning fluency in speaking using Duolingo.	My experience when learning fluency using Duolingo was very <b>enjoyable</b> . To make my fluency better, of course I have to study and practice more than usual, Duolingo can help me in fluency, usually when I speak by looking at the existing sentence, I try to make sure to speak	<b>R/S2-(Intra)</b>

			loudly, clearly and also according to the rhythm of the sentence	
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### REFLECTIVE JOURNAL SHEET

This reflective journal was created to find out students' experiences of using Duolingo application in learning speaking courses starting from Grammar, vocabulary, pronunciation, and fluency. Tell us about your experience in the column below.

Participant : S3		Date: 05/10/2024		
No	Aspect of experience	Instruction	Reflective Notes	Code
1	Grammar	Reflect your experience while learning grammar in speaking feature at Duolingo application	My experience using this App is very <b>interesting, fun</b> and <b>easy</b> to use. I am very <b>enthusiastic</b> about learning using Duolingo, because learning is <b>not boring</b> and tedious. In the learning process to learn grammar I learned tenses more while practicing in speaking using Duolingo, such as “he (woman/man) eats bread or drinks water”. Present tense is commonly used and often appear when I speak in my daily communication. <b>I learn tenses with pleasure</b>	<b>R/S3-(Intra)</b>
2	Vocabulary	Reflect on your experience when learning vocabulary using the Duolingo app.	My experience when learning vocabulary using the Duolingo application is very <b>enjoyable</b> , with interesting features that make learning fun and not boring So that I <b>don't get bored</b> while studying. This motivates me to study harder and keep practicing. Duolingo brings learning features such as images, audio, and sentence translations that make it easy for every user who wants to learn, there are so many new words or sentences that I found, also the exercises provided by Duolingo can be repeated so that learning is maximized. I feel happy and helped in learning vocabulary using Duolingo. I feel happy and helped in learning vocabulary using Duolingo. When studying I have no	<b>R/S3-(Intra)</b>

			interaction with others, only focus on the application.	
3	Pronunciations	Reflect on your experience when learning pronunciation in speaking using Duolingo	My experience learning pronunciation is <b>very enjoyable</b> . Since being introduced to this application, I have continued to try to practice. Because I feel that one or two times of practice is not enough. So I often practice using this application. I feel happy to be able to learn using this application because learning English doesn't feel too difficult.	<b>R/S3-(Intra)</b>
4	Fluency	Reflecting on your experience when learning fluency in speaking using Duolingo.	My experience using the Duolingo app to learn English fluency is <b>quite easy</b> , my fluency in using basic sentences or everyday phrases is much better than before. However, for long conversations, I still need a lot of practice. With continuous practice, this can help hone my fluency.	<b>R/S3-(Intra)</b>

### REFLECTIVE JOURNAL SHEET

This reflective journal was created to find out students' experiences of using Duolingo application in learning speaking courses starting from Grammar, vocabulary, pronunciation, and fluency. Tell us about your experience in the column below.

Participant : S4		Date: 05/10/2024		
No	Aspect of experience	Instruction	Reflective Notes	Code
1	Grammar	Reflect your experience while learning grammar in speaking feature at Duolingo application	My experience of learning grammar using Duolingo application is very <b>fun</b> and also <b>not boring</b> . When learning grammar I only learned a few words. But I was very happy because I could get something in using this application.	<b>R/S4-(Intra)</b>
2	Vocabulary	Reflect on your experience when learning vocabulary using the Duolingo app.	My experience of learning vocabulary using the Duolingo application is fun, because the learning in Duolingo is also not too difficult so I can still follow the lessons. The words given are also words that are commonly found in everyday life, so the learning is still basic so it feels easy.	<b>R/S4-(Intra)</b>
3	Pronunciations	Reflect on your experience when learning pronunciation in speaking using Duolingo	My experience learning pronunciation on the Duolingo application in speaking is <b>very fun</b> . I try to pronounce sentences correctly according to the sentences provided. This is a <b>challenge</b> for me. Because learning pronunciation requires practice that must be done continuously. But I feel that Duolingo can help me in learning English. Therefore I enjoy using it.	<b>R/S4-(Intra)</b>
4	Fluency	Reflecting on your experience when learning fluency in speaking using Duolingo.	My experience when learning fluency using the Duolingo application in speaking still feels <b>difficult</b> , I have to study and practice harder. Because learning fluency is <b>difficult</b> for me. Previously, before using Duolingo, my English speaking fluency was very bad and I also didn't really like English	<b>R/S4-(Intra)</b>

			lessons because it was difficult, but after studying English using Duolingo I started to feel interested and happy to learn. However, my fluency is also not very good, sis, it's just much better than before. I just have to practice harder	
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### REFLECTIVE JOURNAL SHEET

This reflective journal was created to find out students' experiences of using Duolingo application in learning speaking courses starting from Grammar, vocabulary, pronunciation, and fluency. Tell us about your experience in the column below.

Participant : S5		Date: 05/10/2024		
No	Aspect of experience	Instruction	Reflective Notes	Code
1	Grammar	Reflect your experience while learning grammar in speaking feature at Duolingo application	My experience using the Duolingo application is <b>very pleasant</b> , learning with this application makes learning <b>less boring</b> . Then in the learning process. When speaking I try to analyze each sentence displayed by Duolingo what Part of speech is contained in the sentence. But I feel that Duolingo helps me in learning English.	<b>R/S5-(Intra)</b>
2	Vocabulary	Reflect on your experience when learning vocabulary using the Duolingo app.	My experience using the Duolingo application when learning vocabulary in speech is very <b>pleasant</b> , miss, because the features in Duolingo are <b>interesting</b> . The words in Duolingo are also words that I often hear but I don't know the meaning, now I know miss because I often learn. Many new words I learned and it added to my vocabulary, in my opinion Duolingo helped me miss in learning English. I feel happy and helped in learning vocabulary using Duolingo. I only focused on the Duolingo application.	<b>R/S5-(Intra)</b>
3	Pronunciations	Reflect on your experience when learning pronunciation in speaking using Duolingo	My experience learning pronunciation in speaking is <b>very fun</b> and <b>quite easy</b> to miss, because the sentences are clear, so it is easy to follow, then if I make a mistake in pronunciation I can repeat the sentence miss. Usually I repeat the wrong sentence two to three times miss, so my pronunciation is also better.	<b>R/S5-(Intra)</b>

4	Fluency	Reflecting on your experience when learning fluency in speaking using Duolingo.	My experience using Duolingo to learn fluency is <b>very enjoyable</b> because learning was <b>not boring</b> . Then the features in the Duolingo application were very interesting so learning was not boring. then to hone my fluency skills, I practiced speaking repeatedly to achieve maximum results	<b>R/S5-(Intra)</b>
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### REFLECTIVE JOURNAL SHEET

This reflective journal was created to find out students' experiences of using Duolingo application in learning speaking courses starting from Grammar, vocabulary, pronunciation, and fluency. Tell us about your experience in the column below.

Participant : S6		Date: 05/10/2024		
No	Aspect of experience	Instruction	Reflective Notes	Code
1	Grammar	Reflect your experience while learning grammar in speaking feature at Duolingo application	My experience learning using the Duolingo application is <b>very fun</b> . The features are very <b>interesting</b> so I feel like learning while playing. Actually for grammar I don't get much, only a few words.	<b>R/S6-(Intra)</b>
2	Vocabulary	Reflect on your experience when learning vocabulary using the Duolingo app.	My experience when learning to use Duoligo in learning vocabulary is very <b>pleasant</b> , because learning vocabulary with Duolingo is <b>easier</b> than ordinary learning. This is because if you use Duolingo it <b>doesn't make you bored</b> or <b>sleepy</b> and then there are also pictures, animations, sound, so learning is cool. There are so many words that I didn't know before even though these are sentences used in everyday life, so I learned a lot about vocabulary. I think Duolingo can help me in learning English.	<b>R/S6-(Intra)</b>
3	Pronunciations	Reflect on your experience when learning pronunciation in speaking using Duolingo	My experience using the duolingo application is <b>very enjoyable</b> . The many and <b>interesting</b> features make learning <b>not boring</b> . In learning pronunciation the sentences displayed are also not too long so it is not difficult to pronounce them. I am <b>happy</b> to be able to learn using this application, I feel this application can help me in learning English. I feel happy and helped in learning pronunciation using Duolingo.	<b>R/S6-(Intra)</b>

4	Fluency	Reflecting on your experience when learning fluency in speaking using Duolingo.	My experience learning fluency using Duolingo when speaking is still <b>difficult</b> . Especially when I find long sentences. I feel <b>afraid</b> to speak. Then to honed my fluency. I practice speaking continuously, whether I am <b>wrong</b> or <b>not</b> I keep talking. I <b>feel</b> this <b>can honed</b> my fluency while learning using the duolingo application.	<b>R/S6-(Intra)</b>
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### REFLECTIVE JOURNAL SHEET

This reflective journal was created to find out students' experiences of using Duolingo application in learning speaking courses starting from Grammar, vocabulary, pronunciation, and fluency. Tell us about your experience in the column below.

Participant : S7		Date: 05/10/2024		
No	Aspect of experience	Instruction	Reflective Notes	Code
1	Grammar	Reflect your experience while learning grammar in speaking feature at Duolingo application	My experience using the Duolingo application in learning grammar is <b>difficult</b> miss. i have to repeat the exercises in order to find the grammar contained in the sentence. i feel that i have to learn and practice more whether using the application or not. But so far Duolingo has helped me in learning English.	<b>R/S7-(Intra)</b>
2	Vocabulary	Reflect on your experience when learning vocabulary using the Duolingo app.	My experience learning vocabulary using the Duolingo application is very <b>pleasant</b> , because the features in Duolingo are very <b>interesting</b> , previously I did not like English lessons because English was difficult and I was not confident when I would speak English. But since I got to know the Duolingo application I have become <b>happier</b> to learn English, especially when using the Duolingo application there is more practice so it <b>does not make</b> learning <b>bored</b> and <b>sleepy</b> . Then I found a lot of vocabulary in the Duolingo application when speaking, because I was more ignorant than knowing the meaning of the words or sentences I saw, so I learned a lot in this application. I feel happy and helped in learning vocabulary using Duolingo	<b>R/S7-(Intra)</b>
3	Pronunciations	Reflect on your experience when learning pronunciation in	My experience learning pronunciation using the Duolingo application is still <b>difficult</b> because, pronouncing sentences in English is difficult, writing or reading	<b>R/S7-(Intra)</b>

		speaking using Duolingo	it becomes difficult when pronouncing it. But I keep trying because I am determined to be able to. Then I am also a person who is not confident when speaking English. Sometimes embarrassed too. But I still want to keep trying. maybe because my English skills are still low that's why I still have difficulty	
4	Fluency	Reflecting on your experience when learning fluency in speaking using Duolingo.	My experience in learning fluency using Duolingo is <b>very enjoyable</b> , I have to practice continuously so that my fluency becomes much better. I will repeat the speaking exercises by reading sentences then I speak them over and over again. This can help hone my fluency even though my fluency is not right but by continuing to practice and practice my fluency becomes better than before. In addition, the speed feature also helps my speaking fluency if I make a mistake I usually repeat and practice again. I feel Duolingo can help me in learning English.	<b>R/S7-(Intra)</b>

### REFLECTIVE JOURNAL SHEET

This reflective journal was created to find out students' experiences of using Duolingo application in learning speaking courses starting from Grammar, vocabulary, pronunciation, and fluency. Tell us about your experience in the column below.

Participant : S8		Date: 05/10/2024		
No	Aspect of experience	Instruction	Reflective Notes	Code
1	Grammar	Reflect your experience while learning grammar in speaking feature at Duolingo application	My experience of learning grammar using Duolingo application is <b>difficult</b> . Because I don't understand grammar. It takes a long time. In the learning process I often repeat the exercises to get grammar when learning to speak. Therefore I only get a little grammar when learning using duolingo.	<b>R/S8-(Intra)</b>
2	Vocabulary	Reflect on your experience when learning vocabulary using the Duolingo app.	My experience of learning vocabulary when speaking using Duolingo was <b>quite easy</b> , and I also found a lot of words that I didn't know before. Besides speaking I also learn vocabulary by reading, listening, and writing. Because I want to try all the features in Duolingo to learn vocabulary.	<b>R/S8-(Intra)</b>
3	Pronunciations	Reflect on your experience when learning pronunciation in speaking using Duolingo	My experience learning pronunciation in speaking using the Duolingo application is <b>fun</b> and I <b>enjoy</b> learning using this application. When speaking I try to pronounce sentences correctly and appropriately. The sentences displayed are also not long so they are <b>easy</b> to follow. I feel that Duolingo can help me in learning English. I feel happy and helped in learning pronunciation using Duolingo.	<b>R/S8-(Intra)</b>
4	Fluency	Reflecting on your experience when learning fluency in	My experience when learning fluency in speaking using the Duolingo application <b>is fun</b> , I follow the directions given by Duolingo. In honing my fluency I have to practice speaking continuously this is	<b>R/S8-(Intra)</b>

		speaking using Duolingo.	done so that my fluent speaking skills become better. Often I make mistakes when speaking which ultimately makes me have to repeat words or sentences by correcting which parts are wrong. In addition to learning fluency when speaking, I also practice fluency by reading. Because by reading I feel helped and also happy.	
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**Appendix.7**  
**Documentations of the research**



The Process of students' Reflective Journal

