

A Thesis

**FOSTERING STUDENTS' ENGLISH-SPEAKING SKILL THROUGH
DUOLINGO WITH A SELF-DIRECTED LEARNING APPROACH**

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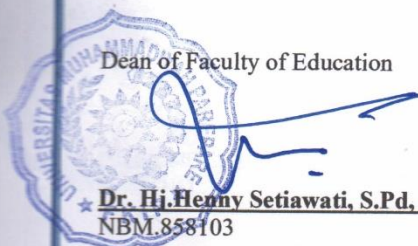
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DECLARATION

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Rosmiati Hamma

ABSTRACT

Rosmiati Hamma. 2025. Fostering Students' English Speaking Skill through Duolingo with a Self-Directed Learning Approach. Supervised by Rafi'ah Nur and Salasiah Ammade

This study aims to examine the effectiveness of Duolingo with a Self-Directed Learning (SDL) approach in enhancing high school students' English-speaking skills. Additionally, it explores students' perceptions and engagement levels when using Duolingo for learning. A quantitative experimental design with an Equivalent Control Group Design was employed, involving an experimental group using Duolingo with SDL and a control group following conventional teaching methods. Data collection methods included pre-test and post-test to assess speaking proficiency, questionnaires to evaluate students' perceptions, and observations to measure engagement levels. Statistical analysis was conducted using descriptive statistics and paired sample t-tests to determine the significance of the findings.

The results indicate that students in the experimental group demonstrated a significant improvement in speaking skills, with an average post-test score increase of 17 points, compared to only 5 points in the control group. Duolingo effectively enhances fluency, pronunciation, vocabulary, and grammatical accuracy through its interactive and autonomous learning features. Additionally, students perceived Duolingo positively, emphasizing its engaging interface, gamified elements, and real-time feedback, which increased their motivation and confidence in speaking English. Regarding student engagement, observations revealed that students in the experimental group were more active and consistent in their speaking practice. Their cognitive engagement improved as they gained a deeper understanding of the material, their affective engagement increased due to heightened motivation and enjoyment, and their conative engagement was evident in their willingness to practice independently.

This study confirms that integrating Duolingo with an SDL approach significantly improves students' speaking skills, fosters positive learning perceptions, and enhances engagement in language learning. These findings underscore the potential of digital learning tools in addressing the limitations of traditional language education by providing flexible, interactive, and student-centered learning experiences. Therefore, educators and policymakers should consider adopting technology-driven SDL approaches to promote autonomous language learning, particularly in resource-limited educational settings.

Keywords: *English Speaking skill, Duolingo, Self Directed Learning*

ABSTRAK

Rosmiati Hamma. 2025. Meningkatkan Kemampuan Berbahasa Inggris Siswa melalui Duolingo dengan Pendekatan Self-Directed Learning. Dibimbing Oleh Rafi'ah Nur and Salasiah Ammade

Penelitian ini bertujuan untuk menguji efektivitas Duolingo dengan pendekatan Self-Directed Learning (SDL) dalam meningkatkan kemampuan berbahasa Inggris siswa SMA. Selain itu, penelitian ini juga mengeksplorasi persepsi dan tingkat keterlibatan siswa ketika menggunakan Duolingo untuk belajar. Penelitian ini menggunakan desain eksperimen kuantitatif dengan Equivalent Control Group Design, yang melibatkan kelompok eksperimen yang menggunakan Duolingo dengan SDL dan kelompok kontrol yang mengikuti metode pengajaran konvensional. Metode pengumpulan data meliputi pre-test dan post-test untuk menilai kemampuan berbicara, kuesioner untuk mengevaluasi persepsi siswa, dan observasi untuk mengukur tingkat keterlibatan. Analisis statistik dilakukan dengan menggunakan statistik deskriptif dan uji-t sampel berpasangan untuk menentukan signifikansi temuan.

Hasil penelitian menunjukkan bahwa siswa dalam kelompok eksperimen menunjukkan peningkatan yang signifikan dalam keterampilan berbicara, dengan peningkatan skor rata-rata post-test sebesar 17 poin, dibandingkan dengan hanya 5 poin pada kelompok kontrol. Duolingo secara efektif meningkatkan kefasihan, pengucapan, kosakata, dan akurasi tata bahasa melalui fitur-fitur pembelajarannya yang interaktif dan otonom. Selain itu, para siswa memandang Duolingo secara positif, dengan menekankan pada tampilannya yang menarik, elemen-elemen gamifikasi, dan umpan balik secara real-time, yang meningkatkan motivasi dan kepercayaan diri mereka dalam berbicara bahasa Inggris. Mengenai keterlibatan siswa, hasil pengamatan menunjukkan bahwa siswa dalam kelompok eksperimen lebih aktif dan konsisten dalam latihan berbicara. Keterlibatan kognitif mereka meningkat karena mereka mendapatkan pemahaman yang lebih dalam tentang materi, keterlibatan afektif mereka meningkat karena motivasi dan kesenangan yang meningkat, dan keterlibatan konatif mereka terbukti dalam kesiapan mereka untuk berlatih secara mandiri.

Studi ini menegaskan bahwa mengintegrasikan Duolingo dengan pendekatan SDL secara signifikan meningkatkan kemampuan berbicara siswa, menumbuhkan persepsi belajar yang positif, dan meningkatkan keterlibatan dalam pembelajaran bahasa. Temuan ini menggarisbawahi potensi alat pembelajaran digital dalam mengatasi keterbatasan pendidikan bahasa tradisional dengan memberikan pengalaman belajar yang fleksibel, interaktif, dan berpusat pada siswa. Oleh karena itu, para pendidik dan pembuat kebijakan harus mempertimbangkan untuk mengadopsi pendekatan SDL yang digerakkan oleh teknologi untuk mempromosikan pembelajaran bahasa yang otonom, terutama dalam lingkungan pendidikan yang memiliki sumber daya terbatas.

Kata kunci: Kemampuan Berbahasa Inggris, Duolingo, Pembelajaran Mandiri