

The Effectiveness Of Using the *Duolingo* Application on Students' Speaking Skills in the 10th Grade At Sma Suria Harapan School Jambi

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ABSTRACT

This study investigates the effectiveness of the Duolingo application in improving students' speaking skills in an English as a Foreign Language (EFL) context. Indonesian secondary school students often experience difficulties in speaking English due to limited practice opportunities, low confidence, and anxiety. This research employed a quantitative pre-experimental design, with 30 students of SMA Suria Harapan School selected through purposive sampling. Students' speaking skills were assessed before and after the treatment using a speaking test covering pronunciation, fluency, vocabulary, grammar, and comprehension. The collected data were analyzed using a paired-sample t-test after conducting a normality test. The results revealed a statistically significant improvement in students' speaking skills after using Duolingo, with a significance value of 0.000 ($p < 0.05$).

Keyword: *Duolingo, speaking skills*

INTRODUCTION

Speaking is a crucial skill in English language learning because it enables learners to communicate ideas, opinions, and information effectively. However, many Indonesian EFL students still struggle to develop adequate speaking skills. Factors such as fear of making mistakes, lack of confidence, and insufficient speaking practice often hinder students' oral performance (Islam & Stapa, 2021). Traditional teaching approaches that emphasize grammar and vocabulary memorization provide limited opportunities for authentic oral communication (Thornbury, 2005).

Recent developments in educational technology have introduced mobile-assisted language learning (MALL) applications as alternative tools to support language learning. Duolingo is one of the most widely used language learning applications, offering gamified learning activities that integrate listening, speaking, reading, and writing skills (Erlangga et al., 2019). Previous studies reported that Duolingo improves learners' motivation and language proficiency (Hafifah, 2021; Selaparang, 2023).

Nevertheless, empirical evidence regarding its effectiveness in improving speaking skills in formal school settings remains limited. Therefore, this study aims to examine the effectiveness of using the Duolingo application toward students' speaking skills at SMA Suria Harapan School.

REVIEW OF RELATED LITERATURE

Speaking skills

Speaking skills are the ability to express thoughts, feelings and information orally in communication. It consists of 5 key aspects: vocabulary, grammar, fluency, comprehension, and pronunciation (Harris, 1974). Factors Affecting Speaking: Motivation, Learning Environment, Learning Methods

Duolingo

A gamification-based mobile learning app that provides engaging activities for language learners. Features include XP points and leveling, Voice recognition, Real-time progress tracking, Various tasks (speaking, listening, translation, matching). Godwin (2021) explains that students can aid their own pronunciation by using Duolingo's voice recognition features, which enhances both

their confidence and speaking accuracy. Ary (2010) XP and levelling create competition and engagement, encouraging further improvement to students' skills.

METHODOLOGY

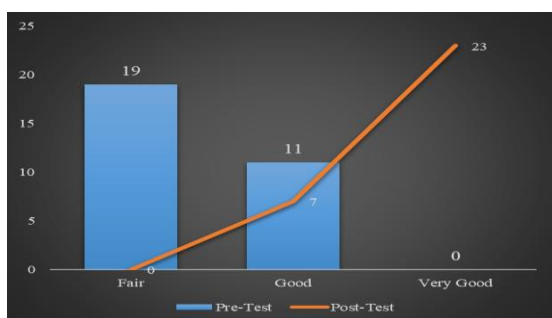
This study employed a quantitative research method using a pre-experimental one-group pretest–posttest design (Ary, 2010). The participants were 30 tenth-grade students of SMA Suria Harapan School, selected through purposive sampling. The research instrument was a speaking test administered before and after the treatment. Students were asked to perform a dialogue based on given topics, and their performances were assessed using five speaking aspects: pronunciation, fluency, vocabulary, grammar, and comprehension (Harris, 1974).

The treatment involved integrating the Duolingo application into English learning activities for several sessions. Data were analyzed using descriptive statistics and a paired-sample t-test to determine whether there was a significant difference between students' pre-test and post-test scores.

FINDINGS AND DISCUSSION

Findings

Table 1. Pretest and Posttest results



The findings indicated a significant improvement in students' speaking skills after the implementation of the Duolingo application. The pre-test results showed that

most students were categorized at a fair level of speaking proficiency. After the treatment, the post-test results demonstrated that the majority of students reached a good to very good level.

Table 2. Hypothesis Testing Results

Paired Samples Test									
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-Test Results - Post-Test Results	-.42000	.33876	.06183	-.54650	-.29350	-6.791	29	.000

positive effect on students' speaking skills. Duolingo not only improves speaking performance but also enhances students' motivation and engagement in English learning. Therefore, Duolingo can be used as an effective supplementary learning tool in EFL classrooms. Future research is recommended to involve control groups and larger samples to obtain more comprehensive results.

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