

Investigating Out-of-Class Learning Media with Duolingo: Students' Self-Directed Language Learning Experiences

THESIS

Submitted in Partial Fulfillment of the Requirements

To Obtain the Degree of Bachelor of English Language
Education



Submitted by

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**FACULTY OF TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF WALISONGO
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2025**

THESIS PROJECT STATEMENT



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ABSTRACT

Title : Investigating Out-of-Class Learning Media with Duolingo: Students' Self-Directed Language Learning Experiences
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This study investigates the role of Duolingo as an out-of-class learning tool for EFL students, addressing the need for self-directed language learning (SDLL) in contexts where traditional classroom instruction is limited. The study aims to answer three research questions: (1) What strategies do EFL students employ when learning English with Duolingo? (2) What challenges do they face, and how do they maintain consistency? (3) How do students perceive Duolingo as a self-directed learning tool? Adopting a qualitative approach with thematic analysis from Braun & Clark (2006), the research employed semi-structured interviews and observation (digital monitoring) with 7th-grade EFL junior high school students at SMP Kartiyoso Semarang. The findings reveal that students used Duolingo's gamification (e.g., streaks, leaderboards) to motivate them to stay consistent in learning, even though some technical barriers are often encountered by the students (e.g., internet instability, voice recognition errors). Sociocultural sensitive content like LGBT campaigns occasionally hindered engagement, yet the app's accessibility and game-like design were praised for improving English language skills. The study underscores the potential of Duolingo to complement formal education if integrated with teacher guidance and localized content. For educators, this study advocates for blended learning models that combine app-based practice with classroom instruction. This research contributes to MALL literature by bridging the gap between technology and pedagogy in understudied out-of-class learning and cultural contexts.

Keywords: *Duolingo, EFL, out-of-class learning, self-directed learning, technology-mediated language learning.*

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MOTTO

Allah Subhanahu Wa Ta'ala said:

وَلَا تَلْبِسُوا الْحَقَّ بِالْبَاطِلِ وَتَكُنُوا لِلْحَقِّ غَافِلِينَ وَأَنْتُمْ تَعْلَمُونَ

*“And do not mix the truth with falsehood or conceal the truth
while you know it.”*

Surah Baqarah 2: Verse 42

“The greatest happiness is to know the source of unhappiness.”

Dostoevsky

“Love without religion is a tragic thing.”

Fauzan Nc

TABLE OF CONTENTS

THESIS PROJECT STATEMENT	i
RATIFICATION.....	ii
ADVISOR NOTE	iii
THESIS GUIDANCE SCORE	iv
ABSTRACT.....	v
ACKNOWLEDGEMENTS & DEDICATION	vi
MOTTO	viii
TABLE OF CONTENTS.....	ix
CHAPTER I INTRODUCTION	1
A. Research Background	1
B. Research Question	5
C. Research Objectives	6
D. Reasons of Choosing the Topic	6
E. Significance of Study	7
F. Limitation of the Research	9
CHAPTER II REVIEW OF RELATED LITERATURE	10
A. Previous Research	10
B. Literature Review	15
C. Conceptual Framework	25
CHAPTER III RESEARCH METHODOLOGY	26
A. Research Design	26

A. Data Collection Technique	29
B. Data Analysis Method	35
C. Trustworthiness	41
CHAPTER IV FINDINGS & DISCUSSION	45
A. Research Finding	45
B. Discussion	70
CHAPTER V CONCLUSION & SUGGESTIONS	76
A. Conclusion.....	76
B. Suggestion	77
REFERENCES.....	79
APPENDIXES	85
CURRICULUM VITAE	106

CHAPTER I

INTRODUCTION

A. Research Background

One of the learning methods that can be applied by teachers is the Out-of-class learning method. This type of learning is crucial for human development and is particularly significant in the context of language acquisition. It involves engaging in various activities that complement in-class learning and cater to the diverse needs of learners. The effectiveness of out-of-class learning experiences balances a focus on meaning and form, contributing positively to language proficiency, learning efficacy, and enjoyment (Lai et al., 2015). This learning method can also include using digital tools, participating in online courses, or engaging in self-study. Mastery of the English language should not only be obtained from schools, but there are many institutions that contribute to the effort of learning English (Mustikawati et al., 2017). Students report higher satisfaction and motivation to learn when they receive out-of-class support from a highly supportive teacher (Jones, 2008).

However, one of the main issues in out-of-class learning that is still rarely applied optimally is students' lack of readiness to learn independently. Many students are still accustomed to the traditional teacher-centered learning

approach, so they have difficulties in identifying learning needs, setting goals, selecting resources, and evaluating learning outcomes independently. This observation is further supported by Bhat & Dahal (2023), which states that although self-directed learning is recognized as important, many institutions have not adopted it because the change in mindset from traditional approaches is still a challenge.

To overcome this issue, a self-directed learning approach can be an effective solution. Research by Knowles (1975), defines self-directed learning as a process in which individuals take initiative without the help of others in diagnosing learning needs, formulating goals, identifying resources, and evaluating learning outcomes. The integration of out-of-class learning with self-directed learning (SDL) is crucial for fostering lifelong learning skills, internal motivation, and autonomy among students.

Furthermore, Knowles highlights that lifelong learning encourages individuals to continuously seek knowledge and develop their skills throughout life. The role of internal motivation, noting that adults are primarily driven by intrinsic factors such as personal growth or the desire to overcome challenges. The concept of learner autonomy, where individuals take full responsibility and control over their learning process, including identifying their needs, setting goals, and choosing appropriate resources. The opportunities

for self-directed foreign language learning are essential when in-class practice is limited (Kennedy & Levy, 2009).

The relationship between learner beliefs in self-directed language learning and the autonomous technological experiences among EFL learners is still not sufficient. (Lai, 2019) found that the interaction between learner beliefs and technological behavior intertwined closely with learners' interest in learning the language in general and in the specific digital contents, learners' positioning of the technological experience, and their enjoyment and perceived efficacy of the experience. This is very important because understanding the possible influence of learner experience on the independent use of technology for language learning can provide the potential for learners' self-directed involvement in utilizing technological tools for language learning outside of the traditional classroom. The importance of opportunities for self-directed foreign language learning becomes crucial when in-class practice is limited.

As a result, the use of mobile devices is increasingly recognized as a technology that can bridge formal and informal settings in foreign language learning. In this regard, through the use of language learning apps on mobile devices, students can access materials outside their formal class hours, enhance their language skills through a flexible self-directed approach, and establish a connection between formal and informal

learning settings. Given the efficacy claims that are made by some apps and the time and money that learners invest in them, it is important to understand whether certain apps provide more (or less) L2 learning affordances, comparatively speaking. Such evaluative information can also inform prospective users of the apps, who might leverage certain details for their own interests and purposes (Kessler et al., 2023).

According to (Golonka et al., 2014), the following benefits of technology were observed by language learners: (1) increased motivation, efficiency, and frequency of communication; (2) enhanced language knowledge and skills (e.g., speaking, listening, vocabulary, grammar); (3) enhanced input resources; and (4) promoted peer feedback. By using games as a learning media, learners can easily improve their language skills using the tools provided within games. This makes learning outside the school environment more convenient. Furthermore, many language learning games are easily accessible and free of charge.

Additionally, one of the common digital tools used by students to learn English is Duolingo. It is the most well-known mobile language learning game and is used by many people who want to learn languages. Its free access and gamified features contribute to its popularity (Shortt et al., 2023). The Duolingo program is structured in nodes or lessons; together, they form a “tree” (the term used in the program). Students

need to master lessons to move forward in the tree. Each Duolingo lesson structure consists of several steps (around 12, which can be more if you make mistakes, as you are asked to repeat the prompts in which an error was made) (Munday, 2017).

While previous studies (Li & Bonk, 2023; Sh. Zh. Zholdas et al., 2024) have explored the effectiveness of Duolingo's role in self-directed language learning (SDL), with adult learners as the participants in informal or non-institutional settings. The similarity with the current study is that all three studies investigate Duolingo for self-directed learning with qualitative approaches. Meanwhile, the difference between the current study is that Li & Bonk (2023) and Zholdas et al. (2024) study focuses on adult learners in informal or non-institutional settings, while current research focuses on formal or institutional settings.

B. Research Question

Considering the background description provided above, the researcher identified the problem, which is as follows:

1. What strategies do EFL students employ in their English learning with Duolingo?

2. What challenges do EFL students face with Duolingo as a self-directed learning tool, and how do they address them for their consistency?
3. How do EFL students perceive Duolingo as a tool for self-directed language learning?

C. Research Objectives

Following the identification of the problem formulation, the researcher establishes the research objective:

1. To identify strategies students' use with Duolingo to improve their English language learning when using Duolingo for out-of-class English learning.
2. To analyze challenges and solutions encountered by students and how they can be consistent when using Duolingo.
3. To explore students' experience of Duolingo as a self-directed learning tool.

D. Reasons of Choosing the Topic

Learning outside the classroom using English-speaking applications with "Duolingo" can provide several functions as follows:

1. Self-directed learning that can be used practically anywhere and anytime.

2. Duolingo has an attractive appearance that increases student motivation.

E. Significance of Study

This study is important to conduct because it can inform the advantages of using Duolingo as a learning tool in learning outside the classroom.

a. In theoretical

This study is expected to make a contribution to the field of out-of-class learning media. The Findings may help students to apply the self-directed language learning by using gamification media.

b. In Practical

The result of this study are expected to be useful for:

1. Research Significance for Students:

The result of this study can give students information about challenges and strategies for students' motivation when using mobile language learning in their out-of-class activities.

2. Research Significance for Educators:

The result of this study can be used as a reference for the integration of out-of-class learning methods using Duolingo as a platform of mobile learning. Teachers can be facilitators by

integrating gamification through class monitoring in Duolingo learning outside of school.

3. Research Significance for Future Researchers

This study holds significance for future researchers in the field of language education and technology integration. The study's insights can guide future research by identifying effective mobile applications and methodologies for language learning. Researchers can build upon the findings to explore new areas within MALL, such as gamification strategies or the effectiveness of specific mobile tools in improving language skills outside the classroom.

c. In Pedagogical

The research contributes to the pedagogical aspects of English language teaching, particularly in the context of Self-directed learning instruction. By examining the impact of gamification on Self-directed learning, the study informs educators about the potential benefits of incorporating games into their teaching practices. The findings provide evidence-based recommendations for integrating gamified activities into Out-of-class English language learning.

F. Limitation of the Research

This research focused only on game-based language learning for junior high school students beyond the classroom and will focus on online language learning games by using Duolingo as a self-directed learning medium.

CHAPTER II

REVIEW OF RELATED LITERATURE

The researcher reviews some earlier studies that are pertinent to the current one in this chapter, as well as related material that has helped with the research.

A. Previous Research

Research Conducted Li & Bonk (2023) on “*Self-directed language learning with Duolingo in an out-of-class context*”. This study results indicated that learners manage various human and material learning resources in complementary ways to accomplish their language learning goals. Importantly, Duolingo learners self-monitor their learning process through feelings of knowing, content evaluation, and judgments of the adequacy of information and resources available. In addition, the study found that Duolingo learners highly rely on the features of learning technology to track, monitor, and reinforce their learning. Additionally, learners in this study were mostly driven by intrinsic needs and interests, such as culture, travel, and brain training, rather than obtaining certificates, scores, or grades. While most existing studies on self-directed language learning (SDLL) with technology have been conducted in a formal learning context, the results of this study provide some insights into SDLL

independent of formal school contexts. However, the focus is on an informal setting with the participants from Duolingo forum in a platform called Discord. This gap in research provides a compelling rationale for the current study, which aims to investigate 7th-grade EFL students at junior high school, focusing on their self-directed language learning (SDL) experiences with Duolingo in an out-of-class context. The current research adopts a qualitative descriptive design, employing semi-structured interviews, field notes, and WhatsApp monitoring over 10 days to analyze students' strategies, challenges, and perceptions.

Research conducted by Haidari et al., (2019), with the title “*Technology-enhanced self-directed language learning behaviors of EFL student teachers*”. The study investigated the SDL practices of EFL student teachers with or without the use of technology through a mixed-methods research approach within an explanatory sequential design. Participants of the quantitative part of the study included 117 pre-service EFL teacher students from an education faculty of a Turkish university. The study revealed that the use of technology increases the self-directed language learning practices amongst the students as its significant predictor. Technology enables students to access unlimited materials of various types that make learning quicker, easier, and more enjoyable, even if they do not get any support in the process. There are many students

who engage in self-directed language learning without receiving support from the teacher or another person, and some others who need a little bit of guidance or support in the process. The same situation also applies to the self-directed technology utilization of the students for their out-of-class independent language learning. Students who use technology on a regular basis often or sometimes showed significant differences in terms of their frequency of use. It proves that the more frequently students utilize technology in language learning, the more self-directed they will become in their educational life. This finding indicates that the students will get motivated to discover new ways of learning other than relying on classroom instruction or being always directed by others. Students confirmed that technology affects their learning positively by making their learning quick and easy, but in an interesting way. They also engaged in different kinds of activities by using different technological resources to improve different aspects of their EFL skills. These findings could be related to the degree of willingness and personal motivation of the students, which act as a driving force to persuade them in technology-enhanced SDL activities to improve their language skills. However, the focus is on pre-service EFL teachers in formal education and using mixed-methods of quantitative and qualitative research. This gap in research provides a compelling rationale for the current study,

which aims to investigate 7th-grade EFL students at junior high school, focusing on their self-directed language learning (SDL) experiences with Duolingo in an out-of-class context. The current research adopts a qualitative descriptive design, employing semi-structured interviews, Observation notes, and WhatsApp monitoring over 10 days to analyze students' strategies, challenges, and perceptions. Additionally, thematic analysis by Braun & Clarke (2006) was applied to identify patterns in motivation, time management, and technical barriers in the current study.

Research conducted by Sh. Zh. Zholdas et al., (2024) on *“Effectiveness of Duolingo in foreign language learning”*. The study employed a qualitative research design in which two semi-structured interviews were held. The data in this research were analysed using content analysis. Specifically, the participants were housewives who had been using Duolingo daily for almost 37 days to learn English, and a student who was intermittently using it to learn Turkish. The primary focus of this study is the effectiveness of Duolingo for vocabulary/grammar in adults. In conclusion, these findings show that apart from being interactive and engaging, Duolingo significantly improves vocabulary and grammar skills. Furthermore, such game-like features as rewards, competitions, and streak counts act as strong incentives for

continued usage. However, the focus is on informal and infographic-based learning in an adult context. This gap in research provides a compelling rationale for the current study, which aims to investigate 7th-grade EFL students at junior high school, focusing on their self-directed language learning (SDL) experiences with Duolingo in an out-of-class context. Using purposive sampling, the current study selected 10 participants who actively used Duolingo, ensuring they met criteria such as consistent app usage and engagement in independent learning. The research adopts a qualitative descriptive design, employing semi-structured interviews, WhatsApp digital monitoring, and notes over 10 days to analyze students' strategies, challenges, and perceptions.

Research conducted by Irzawati (2023) on “*The Integration of Duolingo Into EFL Learning*”. This study seeks to present an overview of the positive effects of incorporating Duolingo into English as a Foreign Language (EFL) learning. Through a review of fifteen journal articles sourced from reputable online databases, the researcher analyzed the effectiveness of using Duolingo in EFL learning. The findings indicated that integrating Duolingo into EFL learning had several benefits, including improved mastery of grammar and vocabulary, enhanced listening, reading, speaking, and writing skills, and increased student motivation to learn. The results of this study provide valuable and comprehensive information

regarding the positive impacts of incorporating Duolingo into EFL learning. Such information is not commonly presented in similar research, which often focuses on investigating the use of Duolingo to improve specific English skills or components. This gap in research provides a compelling rationale for the current study, which Irzawati only presents a theoretical overview, while you provide empirical evidence from the students' perspective, investigating 7th-grade EFL students at junior high school, focusing on their self-directed language learning (SDL) experiences with Duolingo in an out-of-class context. Using purposive sampling, you selected 10 participants who actively used Duolingo, ensuring they met criteria such as consistent app usage and engagement in independent learning.

B. Literature Review

1. Technology-Mediated Language Learning

Technology enables students to access unlimited materials of various types that make learning quicker, easier, and more enjoyable, even if they do not get any support in the process. Once the students get familiar with authentic resources and materials (i.e. websites, language learning applications, reading materials) to improve their English proficiency, they might get motivated to

engage in SDL activities regardless of gender, age, or educational level (Haidari et al., 2019). The learning process using media can increase the level of student engagement by facilitating the delivery of material through the technological bridge that has been used by students. Therefore, language learning tools are one of the core components of the students' learning process.

Technology in language learning has now become a trend in itself. This is due to technological developments that require the education sector to adapt to new changes in teaching patterns. Digital learning platforms are now popping up with various interaction and feedback features, making students less bored in the learning process. As stated by Chapelle, (2019), today, technology-mediated language learning involves various complex issues related to the role of digital technologies in facilitating language learning opportunities. Not only can it be applied at school as a teacher's assistant as a learning media facilitator, technology-mediated language learning can also be used by students outside of school as an out-of-class learning media. One of the mediated language learning platforms that can be easily accessed and widely used today is Duolingo.

The use of mobile learning as an educational innovation strategy is rapidly increasing. As a result, mobile devices have become essential to nearly all knowledge-related activities. Due to their mobility and ubiquity, mobile devices have gained immense popularity and are now a part of our daily lives (Criollo-C et al., 2021). Students can develop their skills outside of school because they will have more time available. By integrating games with the learning process, students can experience new vibes in the learning process, where they will not feel bored because they will be presented with images, sounds, and interfaces that keep them from being bored. Teachers and academics have been using innovative and engaging uses of digital technologies for second and foreign language acquisition in the past few years. These include social media, gaming, and mobile technology (Smith, 2017).

The contextual nature of digital game-based learning highlights its effectiveness partly because the learning takes place within a meaningful (to the game) context. What should be learnt is directly related to the environment in which you learn and demonstrate it; thus, the learning is not only relevant but applied and practiced within that context. If the game

structure is directly related to the learning objectives, as in a simulation, it can be even more effective, since it combines the challenge of a game with a safe place to practice real-life skills, and most importantly to make mistakes and to fail (Escudeiro & Carvalho, 2013).

2. Self-Directed Learning in Language Learning

Self-directed language learning is one of the autonomous learning methods. Knowles (1975) defines self-directed learning (SDL) as a process in which individuals take the initiative—either independently or with assistance from others—to identify their learning needs, set learning goals, locate resources, select appropriate strategies, and evaluate outcomes. Knowles contrasts SDL with traditional teacher-directed learning, highlighting that SDL nurtures autonomy and aligns with adult learners' psychological development. He argues that SDL is a natural extension of human maturation, where individuals grow from being dependent learners into self-directed, responsible ones. Knowles' concept is grounded in andragogy, a framework that assumes learners are capable of self-regulation, driven by internal motivation, and inclined to learn from real-

life tasks rather than from passive reception of content.

The foundation of SDL lies in creating a conducive learning climate—one that fosters mutual respect, openness, and trust between learners and facilitators. Knowles outlines practical steps for learners to develop SDL skills, including diagnosing their learning needs, formulating objectives, designing a personal learning plan, and using learning contracts. These contracts serve as agreements that clarify learning goals, resources, strategies, evidence of achievement, and validation criteria. The learning contract represents a shift from passive to active learning, allowing learners to plan and evaluate their educational journey consciously. Knowles emphasizes that facilitators should act as guides or resources rather than authoritarian instructors, thereby empowering learners to take ownership of their progress.

In addition to outlining learner responsibilities, Knowles also redefines the teacher's role within SDL. Teachers are encouraged to serve as facilitators of learning, helping students become autonomous through climate setting, cooperative planning, and formative feedback. Knowles further justifies the

urgency of SDL in the context of rapid societal changes—what he terms "future shock"—which make lifelong learning essential for individual and collective survival. In an age where knowledge becomes obsolete quickly, the ability to learn independently becomes more critical than the accumulation of static information. Thus, self-directed learning is not just a method but a necessary life skill in the modern world.

3. Implementation of Out-of-Class Learning

Out-of-class learning can be implemented through various kinds of technological media that are available today. Out-of-class learning is a significant context for human development, particularly in language acquisition. Therefore, Duolingo is one of the platforms that currently supports students to learn outside of school. Duolingo as a mobile language learning platform, offers an interactive and challenging learning experience for students with points and feedback features, also learning levels can be adjusted according to the ability of users. Different types of technological experiences-instruction-oriented, entertainment-oriented, and social-oriented-

are influenced by various factors such as perceived usefulness and ease of use.

Additionally, parents and teachers were identified as significant influences on the quality of these out-of-class learning experiences (Lai et al., 2015). These experiences vary in their emotional and behavioral manifestations and are influenced differently by learners' attitudes and support systems. Differentiated approaches are necessary to support these varied technological experiences effectively (Lai et al., 2018). However, Out-of-class learning also have an educational purpose. Students often view in-class and out-of-class time as separate entities, with the latter perceived as non-academic. Additionally, it is essential for students to recognize that out-of-class time can be as educationally rich as classroom time. Institutions should encourage students to engage in educationally purposeful activities outside the classroom to enhance their overall learning experience (Williams, 1999).

Besides, autonomous learning behaviors and the use of learning resources are critical for effective out-of-class learning. A study on EFL undergraduates highlighted a strong positive relationship between autonomous learning behaviors and the usage of

diverse resources. Encouraging students to engage with learning-centered resources and linking these to classroom activities can foster autonomous learning (Hsieh & Hsieh, 2019). Furthermore, Teachers play a pivotal role in promoting out-of-class learning. A case study on a Spanish for specific purposes course revealed that teachers who recognized the value of out-of-class learning platforms were more successful in encouraging student engagement. Identifying and promoting the learning possibilities in out-of-class materials is essential for effective student engagement (Mideros, 2022).

4. Duolingo in EFL Context.

Duolingo serves as a significant facilitator of out-of-class learning, particularly in language acquisition, by providing a flexible, engaging, and self-directed educational experience for students. Historically, language teaching primarily relied on traditional methods, including textbooks, chalkboards, and oral drills. However, the advent of digital technology has transformed the educational paradigm. Digital tools offer a dynamic and interactive approach to language instruction, catering to the diverse needs of students in the 21st century.

Digital tools have the inherent ability to captivate the attention of learners through gamification, multimedia content, and interactive features. Platforms like Duolingo employ gamified elements to make language teaching enjoyable, motivating students to consistently engage with the material (Usha Bharathi, 2023). Duolingo, a widely popular language learning app, employs a gamified approach to engage learners. Through a series of exercises, including listening, speaking, and translation tasks, Duolingo effectively reinforces vocabulary and grammar concepts

Moreover, it is accessible via mobile applications or the internet at [duolingo.com](https://www.duolingo.com), Duolingo is a free language-learning tool. With more than 150 million users globally, it is the most widely used language learning tool. Lessons, or nodes, make up the structure of the Duolingo software; when combined, they create a "tree" (the term used in the program). To advance in the tree, students must master the teachings. There are multiple steps in every Duolingo lesson structure (around 12, which can be more if you make mistakes, as you are asked to repeat the prompts in which an error was made). While some of the processes need dictation and oral recognition,

translation serves as the foundation for the majority of them (Munday, 2017).

One of the most valued features of the platform is the ability to interact and communicate with other Duolingo users worldwide. The possibility to interact with native users of the target language is normally regarded as one of the key features of the platform (Poveda-Balbuena, 2024). This application also provides study materials, an exam, and other intriguing features. This program gives students access to a wealth of vocabulary and grammar rules that will enable them to appropriately build sentences in English (Habibie, 2020).

C. Conceptual Framework

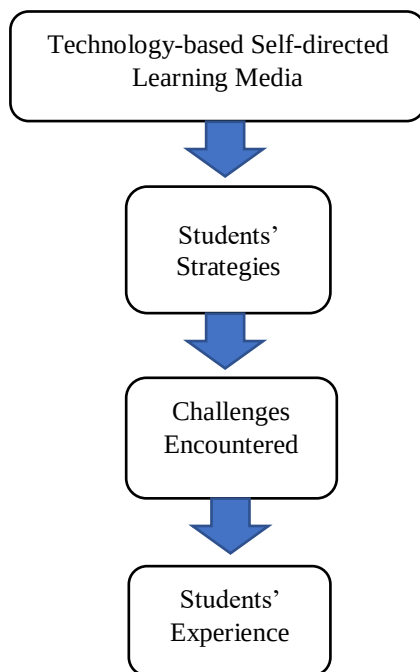


Figure 1.0 *Conceptual Framework*

The chart is intended to make it easier to understand the flow of how to implement gamification self-directed learning beyond the classroom.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research method. It played an important role in research since it affected the findings and discussion. Before conducting the data, the researcher provided a clear description research design, research approach, data source, data collection method, and data.

A. Research Design

Data collection in this study uses a Qualitative descriptive study, suitable for capturing practical student experiences. Creswell (2013), qualitative research is typically used to establish the importance of the central idea and to explore the problem and develop an understanding of small individuals in a social problem. The goal of descriptive research is to describe a phenomenon and its characteristics. This study based on a descriptive case study. A descriptive case study aims to characterize a phenomenon and its features. The case discussed in this study focuses on how junior high school students perceive the use of Duolingo in facilitating out-of-class language learning and identifies self-directed learning aspects that were most engaging or helpful. Therefore, semi-structured interviews and observation through digital monitoring and field notes are often used to gather data.

Thematic analysis is employed in this study to interpret patterns in learner narratives. As outlined by Braun & Clarke (2006), thematic analysis is a method that identifies, analyzes, and reports patterns (themes) within data. The researcher chose this approach primarily due to its suitability for elucidating descriptive data. Furthermore, it proves particularly beneficial for novice researchers aiming to derive insights from their findings. Braun and Clarke (2006) also highlight that thematic analysis can produce rich and detailed results through versatile research tools. This study emphasizes what has occurred, rather than the processes or reasons behind it. Consequently, observation instruments and surveys are commonly utilized to gather data.

The brief framework design of this research is stated in the table below:

Table 1. *framework design*

Research Questions	Method of Collecting Data	Instrument
What strategies do EFL students employ to improve their English learning with Duolingo?	Interview and observation note	Interview guidelines

What challenges do EFL students face with Duolingo as a self-directed learning tool, and how do they address them for their consistency?	Interview and observation note.	Interview guidelines observation checklist
How do EFL students perceive Duolingo as a tool for self-directed language learning?	Interview	Interview guidelines

1. Research Setting

In this study, researchers gathered data through observation with digital monitoring in a WhatsApp group, interviews, and documentation at SMP Kartiyoso Semarang, located at St. Taman Progo No. 13 Mlatibaru, East Semarang District, Semarang city, Central Java. This site was intentionally selected due to the research's feasibility, the researcher's familiarity with the school, and the ease of accessing information (Schiepe-Tiska et al., 2021). The research was conducted from 17 February 2024 until 28 February 2024.

2. Participant of the Research

During the academic year 2024/2025, the study was conducted with 7th-grade students of SMP KARTIYOSO Semarang, consisting of 29 students, 14

male students, and 15 female students. They are around 12-13 years old and took the authors' English Classes. To collect information in this study, after observation with digital monitoring, the researcher used homogeneous purposive sampling by Etikan (2016), where participants in Homogeneous sampling would be similar in terms of ages, cultures, jobs, or life experiences. In this term, the researcher used 10 participants for the interview section. The reason the researcher chose grade 7th students is that grade 7th students are the initial level of high school, so they are used to independent learning in grades 8-9 and beyond.

3. Research Focus

This research focuses on how EFL students' self-directed language learning experience on using Duolingo as an out-of-class learning media.

4. Data Collection Technique

The data collection method is used to obtain the necessary data, both related to the study of literature or literature as well as data generated from the field. The data collection methods used by the author are:

1. Observation technique

According to Patton (2002), observation is crucial for understanding and enriching knowledge

about the phenomena under study. In this research, the researcher used digital monitoring and field notes to observe participants' engagement with Duolingo. The researcher first educated participants about the Duolingo application and provided a tutorial on installation and basic functions during English class sessions. Participants were instructed to activate reminder features to maintain consistent daily study sessions.

After ensuring participants understood how to use Duolingo, the researcher observed their learning patterns. Since most students lacked email accounts, preventing their enrollment in Duolingo Classroom, the researcher implemented an alternative monitoring system through a WhatsApp group. This platform served to track learning progress by having participants upload daily screenshots of their completed Duolingo lessons.

The digital monitoring period spanned 10 days (February 14-17 and 17-25, 2025), during which the researcher documented participants' usage patterns, progress, and time spent on the platform. Additionally, the researcher maintained detailed field notes recording participants' verbal feedback and comments about their Duolingo experience during

in-person English class meetings. This dual approach of digital monitoring and physical observation allowed for comprehensive data collection regarding out-of-class learning behaviors.

Table 2. *Observation checklist*

Aspects Observed	Indicator
Strategies used by the students	Sets daily learning goals
	Uses Duolingo's streaks for motivation
	Combining Duolingo with other resources
Challenges and Solutions	Demonstrates problem-solving when stuck
	Persists despite technical issues
Student Perception	Expresses enjoyment/gamification appeal
	Critiques app limitations
	Links Duolingo to skill improvement

2. Interview Technique

This research employed a semi-structured interview (SSI) approach as the method of data collection and focused on learning routines, strategies, app usage habits, and perceptions. Semi-structured interviews were selected due to their flexibility, which allows researchers to explore participants' lived experiences in depth while maintaining consistency across different interviews

(Bernard, 2006). This method was particularly suitable for investigating self-directed language learning practices with Duolingo, as it enabled participants to reflect on their individual learning journeys while also guiding the conversation within relevant thematic boundaries.

A total of ten participants were involved in this study. All participants were selected using purposive sampling, with the main criterion that participants are 7th-grade students and must have used Duolingo independently for out-of-class English learning for at least 7 days. Prior to the interviews, each participant was provided with an information sheet and a consent form. Ethical clearance was obtained to ensure participants' rights, confidentiality, and voluntary participation.

The interview process followed a structured procedure. Each interview began with brief rapport building and introductory questions to make participants feel comfortable. A set of open-ended questions was prepared in advance, focusing on participants' motivations for using Duolingo, their learning strategies, perceived outcomes, and challenges. While the questions served as a guide, the interviewer remained open to follow-up questions or

digressions when participants raised insightful or unexpected points. This flexible probing is a key characteristic of SSI, allowing for both consistency and depth (Brinkmann, 2014). Interviews were conducted face-to-face and lasted approximately 5-10 minutes.

All interviews were recorded with participants' permission and transcribed verbatim for subsequent thematic analysis. Field notes were also taken to capture non-verbal cues and contextual information. The semi-structured format ensured that all participants addressed core research questions while also providing space for rich, detailed narratives. This balance made SSI an effective method for exploring the nuanced, personal experiences of learners engaging in out-of-class digital learning

Table 3. *Interview Questions*

No.	Interview Questions	Answer
For Question 1		
1.	Do you have any specific strategies when using Duolingo? (e.g., setting daily goals, learning with friends, etc.)	

2.	How do you manage your time learning with Duolingo as self-study outside of school?	
For Question 2		
1.	Have you ever faced difficulties or obstacles while using Duolingo? If yes, can you explain what they were?	
2.	Do you feel motivated to use Duolingo consistently? Why?	
For Question 3		
1.	What are your thoughts on the features provided by Duolingo (such as daily exercises, levels, or the points system)? Do you find these features engaging?	
2.	Do you feel that Duolingo has helped improve your English skills? If yes, in what aspects (vocabulary, grammar, pronunciation, etc.)?	

3. Documentation in this research,

The researcher systematically collected data from students by employing appropriate research tools, which included writing instruments and recording devices. Additionally, for the purposes of

this investigation, the researcher utilized documentation in the form of photographs and screenshots extracted from the students' WhatsApp group.

5. Data Analysis Method

The technique used in this thesis is the data analysis model of analysis by Braun & Clarke (2006). Thematic analysis (TA) is a technique used to recognize, examine, and interpret recurring patterns of meaning or "themes" in qualitative data. Unlike many qualitative analytic methods that are grounded in specific theoretical frameworks, TA stands out by providing a practical tool that is not limited by theoretical constraints. It can be applied to uncover patterns related to participants' experiences, opinions, perspectives, behaviors, and practices, focusing on their thoughts, feelings, and actions. TA offers clear and structured approaches for developing codes and themes from qualitative data, where codes represent the smallest units of analysis that highlight noteworthy aspects of the data that may relate to the research question.

Their six-step approach provides a systematic yet flexible framework for interpreting textual, visual, or observational data. Below is a brief description of the process, including coding and theme development:

1. **Familiarization with the Data:** The researcher immerses themselves in the data by repeatedly reading transcripts, notes, or other materials to gain a deep understanding of the content. This step may involve initial note-taking or highlighting interesting features.
2. **Generating Initial Codes:** The researcher systematically labels meaningful features of the data through coding, which involves tagging segments (words, phrases, or sentences) that relate to the research questions. Codes can be descriptive (e.g., "time management strategies") or interpretive (e.g., "motivational barriers").
3. **Searching for Themes:** Codes are grouped into potential themes—broader patterns of meaning that recur across the dataset. The researcher organizes related codes into thematic clusters, refining them to ensure they accurately represent the data.
4. **Reviewing Themes:** Themes are checked against the dataset for consistency and relevance. Some themes may be merged, split, or discarded if they lack sufficient supporting evidence. This step ensures themes are coherent and distinct.
5. **Defining and Naming Themes:** Each theme is clearly defined and labeled to capture its essence. The researcher examines how themes interconnect and relate to the research questions, refining their scope and significance.

6. Producing the Report: The final step involves weaving the thematic analysis into a narrative, using vivid examples from the data to illustrate each theme. The report should provide a transparent, logical, and compelling account of the findings.

The analysis of learning strategies draws on Knowles' (1975) Self-Directed Learning (SDL) theory, which posits that effective SDL involves diagnosing needs, setting goals, and selecting resources autonomously. Consistency in Duolingo usage is analyzed through Bandura's theory (1986) cited from (Nabavi & Sadegh Bijandi, 2012), Social Cognitive Theory (SCT), which emphasizes triadic reciprocity between personal, behavioral, and environmental factors. SCT explains how students' self-efficacy and environmental cues (e.g., app notifications) sustain regular practice. Student perceptions are framed using Ryan & Deci, (1985) Self-Determination Theory (SDT), which distinguishes between intrinsic (e.g., enjoyment) and extrinsic (e.g., gamified rewards) motivation. SDT justifies coding interview responses as intrinsic motivation and critiques of limitations as autonomy-thwarting design. Thematic analysis of perceptions (e.g., engagement with features) thus reflects SDT's competence, autonomy, and relatedness principles.

Furthermore, data reduction refers to the process of choosing, emphasizing, simplifying, summarizing, and

converting data derived from written field notes or transcriptions (Huberman & Miles, 2014).

1. Familiarization with the data

Table 4. *Familiarization with the data*

Theme	Sub-theme	Code	Interview questions
Strategies to improve self-directed English learning	Strategic App Use for Language Goals	SAUL-Q1	Do you have any specific strategies when using Duolingo? (e.g., setting daily goals, learning with friends, etc.)
	Time management	TM-Q2	How do you manage your time learning with Duolingo as self-study outside of school?
	Challenge faced	CF-Q3	Have you ever faced

Challenges and consistency in self-directed learning.			difficulties or obstacles while using Duolingo? If yes, can you explain what they were?
	Student consistency	SC-Q4	Do you feel motivated to use Duolingo consistently? Why?
perceiving Duolingo as a self-directed language learning tool.	Engaging features	EF-Q5	What are your thoughts on the features provided by Duolingo (such as daily exercises, levels, or the points system)? Do you find these features engaging?
	English skills improved	ESI-Q6	Do you feel that Duolingo has helped improve

			your English skills? If yes, in what aspects (vocabulary, grammar, pronunciation, etc.)?
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As a result of this study, the researcher highlights how students perceive infographic-based learning in terms of Strategic App Use for Language Goals (SAUL), Time Management (TM), Challenge Faced (CF), Student Consistency (SC), Engaging Features (EF), English Skills Improved (ESI).

2. Thematizing and Coding

The researcher has divided the variations of the respondents' answers into several categories. Each answer has a theme that has been categorized based on the results of the researcher's analysis of the answers given by participants based on their experiences in learning using infographics. Furthermore, the researcher sorted these categories based on the ranking of how often these themes appeared or were frequently mentioned by respondents during the interviews, from the most to

the least. This study has four main themes and one sub-theme that will be discussed in the discussion section.

Table 5. *Initial Code Generation*

Theme	Sub-theme	Code	Total Trend
Strategies to improve self-directed English learning	Strategic App	SAUL-Q1	6
	Use for Language Goals		
	Time management	TM-Q2	10
Challenges and consistency in self-directed learning.	Challenge faced	CF-Q3	7
	Student consistency	SC-Q4	8
perceiving Duolingo as a self-directed language learning tool.	Engaging features	EF-Q5	10
	English skills improved	ESI-Q6	10

6. Trustworthiness

To ensure the trustworthiness of this qualitative study, the researcher applied Lincoln & Guba (1985) framework, which consists of four key criteria: credibility, transferability, dependability, and confirmability. These criteria were

implemented to validate the findings and enhance the study's rigor.

1. Credibility

Credibility refers to the accuracy and truthfulness of the research findings. To achieve this, the researcher employed several strategies:

- Triangulation: Data were collected from multiple sources, including semi-structured interviews, digital monitoring (WhatsApp group observations), and documentation (Duolingo screenshots). This cross-verification ensured consistency in participants' responses and actual learning behaviors.
- Member Checking: Participants were asked to review and confirm the accuracy of their interview transcripts to ensure their experiences were correctly represented.
- Prolonged Engagement: The researcher conducted observations over 10 days to understand students' Duolingo usage patterns and challenges.

2. Transferability

Transferability assesses whether the findings can be applied to other contexts. To facilitate this, the researcher provided:

- Thick Descriptions: Detailed accounts of the participants (7th-grade EFL students, aged 12–13), research setting (SMP Kartiyoso Semarang), and learning conditions were included.
- Purposive Sampling: Participants were selected based on specific criteria (active Duolingo users for at least 7 days) to ensure relevance and depth of data.

3. Dependability

Dependability ensures the study's consistency and reproducibility. The researcher maintained:

- Audit Trail: All research procedures, including interview guides, observation notes, and coding processes, were thoroughly documented.
- Peer Debriefing: Supervisors and fellow researchers reviewed the analysis to minimize bias and enhance interpretive validity.

4. Confirmability

Confirmability focuses on objectivity, ensuring findings are rooted in the data rather than researcher bias. Strategies included:

- Reflexivity: The researcher acknowledged their dual role as both an English teacher and investigator, noting how this position might influence interpretations.

- Triangulation of Researchers: An independent coder reviewed thematic analysis to verify consistency in coding and theme development.

To strengthen the validity of the interview data, the researcher implemented several strategies. Open-ended questions were utilized to encourage participants to elaborate on their experiences, providing richer insights. Only active Duolingo users were selected as participants to ensure credible responses, enhancing the reliability of the data collected. Additionally, member checks were conducted, allowing participants to verify their transcribed responses and confirm accuracy. The researcher also maintained consistent interview procedures, including standardized duration, recording methods, and environmental settings, to further ensure the integrity of the research process.

By adhering to Lincoln & Guba's (1985) criteria, this study establishes credible, transferable, dependable, and confirmable findings. The use of triangulation, thick descriptions, and reflexivity ensures the research's rigor and applicability to similar EFL learning contexts.

Supporting Documentation:

- Observation checklists (Appendix 1).
- Interview transcripts (Appendix 2).
- Duolingo activity screenshots (Appendix 5).

CHAPTER IV

RESEARCH FINDINGS

This chapter presents the research findings and discussion, which include an explanation about the experience of EFL students in learning English using a Mobile learning application in contexts outside the Classroom. How do EFL students perceive Duolingo as a tool for self-directed language learning Self-directed learning. The researcher will present data collected through observation (digital monitoring) and interviews with seventh-grade students participating in self-directed learning activities in this section.

A. Research Finding

This chapter describes the use of Duolingo in students' self-directed English learning experience. The research was conducted at SMP Kartiyoso Semarang. Addressing the research questions, the researcher explores how students perceive self-directed learning. Self-directed learning serves as a mobile learning tool for language learning outside of the traditional classroom. These activities aim to empower learners to take control of their own learning process by setting personal goals, choosing resources, and regulating their study strategies to enhance autonomy, motivation, and proficiency at their own pace. The findings detail the aspects students found most

engaging, such as the strategies they used, the challenges they faced while using mobile learning, and their consistency in these out-of-class learning experiences.

1. Students' Strategies and Time management in self-directed English learning when using Duolingo

Students' strategies in self-directed English learning as they use Duolingo as their out-of-class learning media. This section incorporates insights from both interviews and observational results.

1.1 Strategic App Use for Language Goals (SAUL-Q1)

This section explores the strategies students adopted to guide and sustain their self-directed language learning with Duolingo. Students adopted various learning strategies to guide their self-directed use of Duolingo. Many set daily targets, practiced in short intervals (5–10 minutes), and actively pursued features like the daily streak. Some learners followed Duolingo's recommended study plans, while others established personal routines aligned with their schedules. This shows a mix of self-regulation and app-supported behavior, reflecting flexibility and determination in how students managed their learning progress.

field note:

Students use different strategies in using Duolingo as their out-of-class learning tools. Commonly, they use Duolingo daily after school/at night. Some of them like to seek the streak as a motivation to stay consistent in learning.

This indicates that students use several strategies that they believe can help them learn English independently outside of school using Duolingo. Since Duolingo is used outside of school hours, many strategies have emerged and been applied by students in learning English with Duolingo.

Table 1.1 *The participant's strategies in self-directed language learning with Duolingo*

Code	Category	Quote
SAUL-Q1/F01	Students' strategy in daily learning	...set a target of 2 times a day for 5 minutes
SAUL-Q1/F03	Students' strategy in daily learning	... by playing once a day for 5 minutes
SAUL-Q1/F04	Students' strategy in daily learning	I run a daily study streak, ...

SAUL-Q1/F06	Students' strategy in daily learning	... chasing the target of the daily study streak ...
SAUL-Q1/F08	Students' strategy in daily learning	... daily study and chasing the unit so that I can be fluent in English
SAUL-Q1/F10	Students' strategy in daily learning	... I follow the daily target suggested by Duolingo...

The data in Table 1.1 illustrates that participants adopt personalized strategies for their daily language learning routines with Duolingo. F01 mentioned, "...set a target of 2 times a day for 5 minutes," which demonstrates how some users implement specific, measurable learning goals. These micro-goals make the learning process manageable and sustainable, especially when integrated into their daily routines.

Several participants mentioned the use of Duolingo's streak feature to maintain learning consistency. For instance, F04 said, "I run a daily study streak," and F06 emphasized "...chasing the target of the daily study streak...". These responses highlight how gamification mechanisms such as streaks motivate learners to engage with the app regularly. The desire to maintain streaks leads

users to commit to consistent practice, aligning well with self-regulated learning behaviors.

Additionally, some learners align their personal goals with the app's built-in suggestions. F10 stated, "...I follow the daily target suggested by Duolingo....," showing that participants are also receptive to app-generated recommendations. This reflects a hybrid strategy where learners combine autonomy with system guidance. In conclusion, the data shows that learners use structured, time-bound strategies influenced by their goals and by Duolingo's motivational features, illustrating a flexible and engaged approach to self-directed learning.

1.2 Time Management (TM-Q2)

This section explains how students manage their time to integrate Duolingo into their out-of-class language learning routines. Participants managed their Duolingo usage by incorporating it into their daily routines, often choosing to study during free time in the afternoon or at night. Some followed a fixed schedule, while others used the app only when they received reminders. Despite differences in timing, most learners allocated short, regular sessions—often around 5 to 10 minutes per day—to fit their learning around other responsibilities. This

demonstrates efficient time management that supports consistent language practice.

Field note:

Students use Duolingo at different times of day based on their personal routines and availability. Some students prefer learning in the evening after school or after prayer times, while others use the app whenever they receive a notification. Most students only spend 5 to 10 minutes per day using the app, which shows that short, consistent practice is a preferred approach. This indicates that students have developed personalized time management strategies to integrate language learning into their daily lives, either through structured or flexible methods.

This indicate that Students demonstrate a strong capacity for integrating language learning into their daily lives by allocating short, consistent study times. The use of flexible and structured scheduling shows adaptability and autonomy in managing out-of-class learning activities.

Table 1.2 *The Participants time management used when using Duolingo in out of class language learning*

Code	Category	Quote
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TM-Q2/F01	Students time management	...every afternoon and evening for 5 minutes...
TM-Q2/F02	Students time management	...in the evening, after prayer Isha.
TM-Q2/F03	Students time management	...I play Duolingo in the afternoon, during my free time...
TM-Q2/F04	Students time management	...I play in the evening in my free time...
TM-Q2/F05	Students time management	I play 5 minutes of Duolingo at 10 p.m., because of the free time.
TM-Q2/F06	Students time management	I play Duolingo in the evening after studying...

TM-Q2/F07	Students time management	...when I have free time in the afternoon or evening.
TM-Q2/F08	Students time management	...I play only when there is a daily notice.
TM-Q2/F09	Students time management	I play Duolingo after school to fit my activities and free time at home...
TM-Q2/F10	Students time management	I play Duolingo when I have free time and before going to bed, 10 minutes a day...

Table 1.2 reveals how students manage their time when using Duolingo outside of formal learning environments. F01 reported, “...every afternoon and evening for 5 minutes...,” which shows an intentional effort to schedule regular short sessions. This indicates a conscious attempt to incorporate language learning into

daily routines without overwhelming other responsibilities.

Multiple participants preferred studying in the evening, particularly during or after their free time. For example, F02 stated, "...in the evening after Isha," and F05 added, "I play 5 minutes of Duolingo at 10 p.m., because of the free time." These responses show that students strategically choose low-pressure periods, such as after prayers or bedtime, to focus on language learning. This approach minimizes interference with academic or personal obligations and reflects thoughtful time allocation.

Some learners rely on flexibility rather than fixed schedules. F08, for instance, mentioned, "...I play only when there is a daily notice," indicating a more reactive approach triggered by reminders. Meanwhile, others, such as F09 and F10 combine flexibility with routine, stating they play after school or before bed. In conclusion, the data suggests that time management strategies vary among students from structured routines to flexible, notification-based engagement, yet all reflect the integration of language learning into personal schedules.

2. Students find challenges with engagement consistency in their self-directed learning when using Duolingo.

This section analyzes the challenges that students faced while they doing self-directed learning with Duolingo. It also explores how students maintain consistency in their use of Duolingo and what motivates them to stay engaged.

2.1 Challenge faced(CF-Q3)

This section discusses the various obstacles/challenges students encountered while using Duolingo and how they responded to them. Participants encountered various obstacles while using Duolingo, particularly technical issues such as unstable internet connections, poor voice recognition, and limitations caused by the heart (lives) system. These problems disrupted their learning sessions and sometimes required them to repeat tasks or wait to continue. Nevertheless, students demonstrated adaptive behaviors by finding their own solutions like using better internet or speaking louder. These responses indicate a strong willingness to persist despite app-related constraints.

Field note:

Students encounter several technical challenges while using Duolingo, such as unstable internet connections, poor voice recognition, and limitations caused by the heart system. These issues disrupt their learning flow and sometimes prevent them from completing lessons. Despite these barriers, many students try to solve the problem on their own—for example, by switching to a better internet connection or subscribing to premium. This shows that while Duolingo is useful, its effectiveness is influenced by technical factors, and students' persistence plays a key role in continuing their learning.

This indicates that despite encountering technical challenges, students exhibit resilience and problem-solving behaviors. Their willingness to overcome limitations indicates motivation and commitment to continue learning independently through digital platforms.

Table 1.3 *The Challenges encountered by students when using Duolingo and the solutions they found*

Code	Category	Quote
CF-Q3/F01	Challenges encountered	...due to internet difficulties at home, I have to buy

		internet data or use Wi-Fi...
CF-Q3/F03	Challenges encountered	...sometimes the user's voice isn't detected well, so I have to try again at the end of the session.
CF-Q3/F04	Challenges encountered	...the limited hearts feature restricts learning. I have to subscribe to premium to keep playing...
CF-Q3/F05	Challenges encountered	...voice isn't detected, causing me to lose a chance to play, so I have to redo the question later.
CF-Q3/F06	Challenges encountered	...sometimes Duolingo is slow to respond to answers, so I end up using a faster internet connection...

CF-Q3/F09	Challenges encountered	...sometimes Duolingo doesn't capture my voice properly, so I repeat or skip that part...
CF-Q3/F10	Challenges encountered	...the hearts (lives) are limited to only 3, so if they run out, I can't continue learning and have to wait to play again...

Table 1.3 presents the various challenges faced by participants when using Duolingo, as well as the personal solutions they implemented. One of the main issues is technical difficulties, such as the one described by F01: “...due to internet difficulties at home, I have to buy internet data or use Wi-Fi...”. This connectivity issue shows that infrastructure limitations can significantly hinder self-directed learning, and students must independently seek solutions to keep their learning on track. It highlights how online learning applications remain heavily reliant on stable internet access.

Additionally, several participants experienced problems with the voice recognition feature. Respondents F03, F05, and F06 reported that their voices were not

always detected properly by the app. For example, F03 stated, “...*sometimes the user’s voice isn’t detected well, so I have to try again at the end of the session.*” This shows that while the feature aims to support speaking skills, its effectiveness depends on technical factors such as microphone quality and environmental conditions. It demonstrates the need for users to adapt and be patient in order to benefit from the feature.

Another challenge involves the “hearts” or lives system in Duolingo. Respondents F04 and F10 mentioned that the limited number of lives prevented them from continuing to learn after making multiple mistakes. F10 stated, “...*the hearts (lives) are limited to only 3, so if they run out, I can’t learn anymore and have to wait...*”. This limitation led some users to consider subscribing to the premium version so they could keep learning without interruption. In conclusion, technical challenges such as internet connectivity, voice recognition issues, and learning restrictions due to the heart system were common. However, participants demonstrated adaptability and problem-solving in continuing their self-directed learning.

2.2 Student Consistency (SC-Q4)

This section explores how students maintain consistency in their use of Duolingo and what motivates

them to stay engaged. Students maintained consistent engagement with Duolingo due to both intrinsic and extrinsic motivations. Some were driven by personal goals, such as becoming fluent in English, while others were encouraged by the app's gamified elements like streaks, rankings, and user-friendly features. This consistency was further supported by Duolingo's interactive learning environment, which made the experience enjoyable and challenging. As a result, many learners developed regular habits and demonstrated discipline in their self-directed learning.

Field note:

Students show consistent engagement with Duolingo due to both internal motivation and external features. Some students are motivated by personal goals such as mastering English, while others are driven by gamified features like rankings and streaks. These features help create daily learning habits and make the experience enjoyable. This suggests that both personal aspirations and app design contribute to student consistency in self-directed learning.

This indicates that learners' consistency is influenced by both intrinsic goals and extrinsic app

features. The use of gamification plays a significant role in maintaining user engagement and fostering habitual learning behavior.

Table 1.4 *Students feel motivated to use Duolingo consistently*

Code	Category	Quote
SC-Q4/F01	Students get motivated	Yes, it's fun because there are rankings
SC-Q4/F03	Students get motivated	Yes, because I want to be able to speak English fluently because the features are interesting and challenging
SC-Q4/F04	Students get motivated	Yes, to quickly master English so I can learn other languages
SC-Q4/F05	Students get motivated	Yes, I'm consistent because I want to start a streak in Duolingo
SC-Q4/F06	Students get motivated	Yes, because I want to be able to master English

SC-Q4/F08	Students get motivated	Yes, to raise my English level...
SC-Q4/F09	Students get motivated	Yes, because it's very fun...
SC-Q4/F10	Students get motivated	Yes, because it's easy to understand and challenging...

Table 1.4 shows that most participants displayed a strong consistency in using Duolingo independently. Motivational factors played a key role in maintaining this consistency. F01 stated, *“Yes, it's fun because there are rankings,”* showing that gamification elements such as leaderboards help stimulate competitiveness. This aligns with the nature of self-directed learning, where both intrinsic and extrinsic motivation are essential in maintaining learning habits.

Some participants also mentioned long-term goals that motivated them to continue using Duolingo, such as the desire to become fluent in English. F03 noted, *“Yes, because I want to be able to speak English fluently because the features are interesting and challenging.”* This suggests that learners are not just completing tasks for the sake of the app but are also driven by meaningful personal

aspirations. The appeal of engaging features further enhances this motivation.

In addition, some respondents relied on Duolingo's internal features such as the learning streak to build daily habits. F05 said, *"Yes, I'm consistent because I want to start a streak in Duolingo."* This demonstrates how built-in reminders and rewards play a significant role in maintaining user consistency. In conclusion, both intrinsic motivations (such as personal goals) and extrinsic motivations (such as gamified features) work together to drive students to remain consistent in their use of Duolingo.

3. Students perceive Duolingo as a self-directed language learning tool.

This section analyzes the perception from the students on Duolingo as a self-directed language learning tool. It explores how Duolingo provides with engaging features and explain how students' skill improved while doing self-directed learning with Duolingo.

3.1 Engaging Features (EF-Q5)

This section highlights the Duolingo features that students found most engaging during their self-directed learning. Duolingo's features were widely appreciated by

participants for being interactive, beginner-friendly, and game-like. Elements such as animations, level adjustments, and reminders made the learning process feel fun and accessible. Students stated that these features motivated them to keep learning, and some appreciated how the app tailored difficulty to their level. However, a small number of participants expressed concerns over culturally sensitive content. Overall, the engaging design significantly contributed to sustained learner interest.

Field note:

Students find many of Duolingo's features fun, helpful, and easy to understand, especially the animations, level system, and reminders. Some students appreciate that the app adjusts to their level, while others feel motivated by reminders and notifications. However, a few students express discomfort with cultural content in the app, showing that sociocultural context can affect their perception of engagement.

This indicates that interactive and user-friendly features in Duolingo enhance student engagement and make language learning more appealing. However, user perception is also shaped by cultural context, which may

impact the overall learning experience and acceptance of certain content.

Table 1.5 *Students engage with Duolingo features while they do self-directed learning with it.*

Code	Category	Quote
EF-Q5/F01	Students engaging with the Features	...the features are helpful because it is from the beginning or beginner and interesting...
EF-Q5/F02	Students engaging with the Features	...good interesting and makes the spirit of learning when there is a notification from Duolingo as reminder to learning.
EF-Q5/F03	Students engaging with the Features	...helpful because the level feature is adjusted to the user's level of understanding. The features are interesting especially the league.
EF-Q5/F04	Students engaging with the Features	...the features are good with a note that the number of hearts is not

		limited so that you can learn continuously...
EF-Q5/F05	Students engaging with the Features	...the features are very learning and very interesting but there is a hidden LGBT campaign and I don't like it because it is prohibited in Indonesia.
EF-Q5/F06	Students engaging with the Features	...the features are very helpful in learning English, and the features are interesting like playing a game ...
EF-Q5/F07	Students engaging with the Features	...The features are interesting and make it easier for me to understand English...
EF-Q5/F08	Students engaging with the Features	...the features are easy to understand so it is interesting to learn at Duolingo
EF-Q5/F09	Students engaging with the Features	...I think the features are complete and make it easy to learn English so it is interesting...

EF- Q5/F10	Students engaging with the Features	...the features are many and the animations are interesting, like playing a game...
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Table 1.5 shows that Duolingo has a range of features that participants found both engaging and beneficial for their self-directed learning. For instance, F01 shared, “...*the features are helpful because it is from the beginning or beginner and interesting...*”, showing that the level-based progression aligns well with learner proficiency. This suggests that Duolingo is designed to be accessible for learners of all levels while maintaining an element of fun.

Reminder features were also highlighted as motivating tools. F02 mentioned, “...*makes the spirit of learning when there is a notification from Duolingo as reminder to learning.*” This indicates that notifications can serve as positive stimuli to help users maintain a learning routine. Learner engagement is thus supported not only by instructional content but also by the app’s mechanisms to prompt regular practice.

However, not all features were perceived positively. F05 raised concerns about a “*hidden LGBT campaign*” in Duolingo’s features, stating disapproval due

to local cultural values. In conclusion, Duolingo's features are generally seen as attractive and supportive of learner engagement, but user perception can be strongly influenced by sociocultural context.

3.2 English Skills Improved (ESI-Q6)

This section focuses on students' perceptions of how their English language skills have improved after using Duolingo. Most participants felt that Duolingo helped improve their English language skills, particularly in vocabulary, pronunciation, writing, listening, and speaking. The structured and repetitive nature of the exercises helped reinforce language use and understanding. Respondents highlighted specific improvements such as increased vocabulary knowledge and better speaking confidence. These outcomes suggest that Duolingo supports holistic language development through its diverse and well-organized content.

Field note:

Students generally believe that Duolingo has helped improve various aspects of their English skills, especially vocabulary, listening, speaking, and writing. They feel more confident in using English after doing repetitive exercises and interactive tasks in the app. Some students

also mentioned that pronunciation and understanding have improved due to targeted activities. This suggests that Duolingo supports comprehensive English development and is seen as an effective tool for self-directed language learning.

Students perceive significant improvement in core English skills through the use of Duolingo. The platform's structured and repetitive exercises support comprehensive language development and learner confidence in communication.

Table 1.6 Students feel improvement on their English Skills after learning with Duolingo

Code	Category	Theme
ESI-Q6/F01	Students English skill improved	Yes, it helps to improve listening, writing....
ESI-Q6/F02	Students English skill improved	Yes, it helps, in speaking, listening, writing....
ESI-Q6/F03	Students English skill improved	Yes, it is very helpful in improving vocabulary, speaking, listening

ESI-Q6/F04	Students English skill improved	Yes, in all aspects of English learning....
ESI-Q6/F05	Students English skill improved	Yes, in speaking, writing, and reading....
ESI-Q6/F06	Students English skill improved	Yes, it helps to know vocabulary and pronunciation because there are exercises....
ESI-Q6/F07	Students English skill improved	Yes, in speaking and writing...
ESI-Q6/F08	Students English skill improved	Yes, so I can learn to write and speak...
ESI-Q6/F09	Students English skill improved	Yes, in knowing vocabulary and writing in English...
ESI-Q6/F10	Students English skill improved	Yes, it helps in learning to speak and write in English...

Table 1.6 reveals that most participants reported that their English skills had improved as a result of using Duolingo. F01, for example, stated, “*Yes, it helps to improve listening, writing...,*” indicating progress in multiple skill areas. This suggests that the content within

the app effectively targets various English language skills, including listening, writing, speaking, and reading.

F03 added that Duolingo was very helpful in improving vocabulary, speaking, and listening: “...*very helpful in improving vocabulary, speaking, listening.*” This reflects how the app’s interactive and varied lesson formats support both receptive and productive language skills. Such improvement also reinforces Duolingo’s effectiveness as a self-directed digital learning tool.

Several participants also highlighted vocabulary and pronunciation practice as beneficial aspects of the app. F06 said, “...*helps to know vocabulary and pronunciation because there are exercises...*” This shows that users are not passively consuming content but are actively engaged in exercises that improve their language skills. In conclusion, learning with Duolingo positively impacts participants’ English language development, particularly in vocabulary acquisition, pronunciation, and core communication skills.

B. Discussion

Self-directed learning is a method where learners can conduct learning activities flexibly anywhere at any time. Self-directed learning is an activity that can bridge between formal and informal learning activities. Knowles also redefines the

teacher's role within SDL. Teachers are encouraged to serve as facilitators of learning, helping students become autonomous through climate setting, cooperative planning, and formative feedback. The number of learning activities at school sometimes makes it difficult for students to master learning materials, therefore they need additional learning that can help them to better understand their learning materials. The presence of Duolingo as one of the mobile-learning media that can be used anywhere and anytime can help students to support their additional learning activities outside of school. Duolingo is one of the self-directed learning media that has been widely used by the wider community.

1. Students' Strategies and Time management in self-directed English learning when using Duolingo

The finding shows that some learners followed Duolingo's recommended study plans, while others established personal routines aligned with their schedules. This demonstrates a mix of self-regulation and app-supported behavior, reflecting flexibility and determination in how students managed their learning progress. This finding aligns with Li & Bonk (2023) study, which found that Duolingo learners highly rely on the features of learning technology to track, monitor, and reinforce their learning.

On the other hand, participants managed their Duolingo usage by incorporating it into their daily routines, often choosing to study during free time in the afternoon or at night. Some followed a fixed schedule, while others used the app only when they received reminders. However, despite differences in timing, most learners allocated short, regular sessions, often around 5 to 10 minutes per day, to fit their learning around other responsibilities. This expresses efficient time management that supports consistent language practice. Additionally, Knowles (1975) emphasizes that self-directed learning nurtures autonomy and aligns with learners' psychological development, as seen in students' ability to create personalized learning schedules.

2. Students find challenges with engagement and consistency in their self-directed learning when using Duolingo.

The findings indicate that participants encountered various obstacles while using Duolingo, particularly technical issues such as unstable internet connections, poor voice recognition, and limitations caused by the heart (lives) system. These problems disrupted their learning sessions and sometimes required them to repeat tasks or wait to continue. These challenges and adaptive strategies align with Haidari et al., (2019)

findings that technology affects learning positively by making it quick and easy, but in an interesting way. Furthermore, Sh. Zh. Zholdas et al. (2024) noted similar limitations in Duolingo's free version, particularly regarding the restriction of lives and lack of realistic communication scenarios, which aligns with students' reported difficulties.

Nevertheless, students demonstrated adaptive behaviors by finding their own solutions, like using better internet or speaking louder. These responses indicate a strong willingness to persist despite app-related constraints. Students maintained consistent engagement with Duolingo due to both intrinsic and extrinsic motivations. Some were driven by personal goals, such as becoming fluent in English, while others were encouraged by the app's gamified elements like streaks, rankings, and user-friendly features. This consistency was further supported by Duolingo's interactive learning environment, which made the experience enjoyable and challenging. As a result, many learners developed regular habits and demonstrated discipline in their self-directed learning. Furthermore, the gamification elements that drove consistency supported by Widya Dhari's (2024) findings that Duolingo's competitive features like leaderboards act as strong incentives for continued usage.

3. Students perceive Duolingo as a self-directed language learning tool.

The result reveals that Duolingo's features were widely appreciated by participants for being interactive, beginner-friendly, and a game-like learning method. Elements such as animations, level adjustments, and reminders made the learning process feel fun and accessible. These features motivated them to keep learning, and some appreciated how the app tailored difficulty to their level. These perceptions corroborate Irzawati (2023), findings that integrating Duolingo into EFL learning had several benefits, including improved mastery of grammar and vocabulary, and increased student motivation.

However, a small number of participants expressed concerns over culturally sensitive content about the LGBT campaign that appears in Duolingo. This is very important to note because of cultural sensitivity (discomfort with LGBT content) where the research was conducted in an area where many people were Islam, and this kind of content is against the constitution. additionally, the engaging design significantly contributed to sustained learner interest. These findings are aligned with Li & Bonk, (2023) that found learners are highly intrinsically motivated to learn a language when it is

directly relevant to their life experiences and interests. Furthermore, the structured and repetitive nature of the exercises helped reinforce language use and understanding. Respondents highlighted specific improvements such as increased vocabulary knowledge and better speaking confidence.

CHAPTER V

CONCLUSION AND SUGGESTION

The main aim of this study is to explore the experiences of EFL students in acquiring English through mobile gamification applications in settings beyond the classroom. From the findings and discussions presented in chapter IV, the following conclusions can be inferred:

A. Conclusion

This study investigated the experiences of EFL students utilizing Duolingo as a self-directed language learning tool outside the classroom. The findings indicated that students employed a variety of strategies, including setting daily goals, taking advantage of gamified features like streaks, and integrating brief, consistent study sessions into their daily routines. These approaches aligned with Knowles' (1975) principles of self-directed learning, showcasing the students' capacity to take initiative and manage their learning processes effectively. However, challenges were also identified, such as technical issues (e.g., unstable internet connections and limitations with voice recognition) and motivational barriers (e.g., sustaining consistency). Despite these obstacles, students demonstrated resilience and adaptability, leveraging Duolingo's engaging features to enhance their English skills,

particularly in vocabulary, pronunciation, and grammar. These findings also highlight the potential of mobile-assisted language learning (MALL) to support autonomous learning while emphasizing the need for culturally appropriate content and balanced pedagogical design. Overall, Duolingo emerged as an effective supplementary tool for self-directed language learning, fostering autonomy and motivation among learners.

B. Suggestion

Based on the findings, several recommendations can be put forth. Educators should consider integrating Duolingo into formal instruction as a supplementary resource, which could effectively bridge the gap between classroom learning and independent practice, while also providing support to navigate any technical challenges. Moreover, educators can use the features of Duolingo Classroom to monitor the students' learning progress if the students already have an email account. Meanwhile, Duolingo developers could enhance the app's relevance in diverse educational contexts by addressing cultural sensitivities and expanding the features for speaking practice. Furthermore, for students, combining Duolingo with additional language-learning resources, such as conversation practice with peers, could help mitigate its limitations. Future researchers may want to explore long-term

language proficiency gains and the role of teacher scaffolding in app-based learning, as this would contribute to a deeper understanding of the efficacy of Mobile-Assisted Language Learning (MALL). These suggestions aim to optimize the use of gamified language-learning tools while addressing the practical and cultural needs of learners.

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APPENDIXES

Appendix 1 Observation Checklist

Observation Checklist

No.	Aspects Observed	Indicator	Yes	No	Field Note
1.	Strategies used by the students	Sets daily/weekly learning goals	√		Commonly, they use Duolingo daily after school/at night. Some of them like to seek the streak as a motivation in learning.
		Uses Duolingo's streaks for motivation	√		
		Combining Duolingo with other resources		√	
2.	Challenges and Solutions	Demonstrates problem-solving when stuck	√		Many students try to solve the problem on their own. For example, by switching to a better internet connection or subscribing to premium. This shows that while Duolingo is useful, its effectiveness is influenced by technical factors, and
		Persists despite technical issues	√		

					students' persistence plays a key role in continuing their learning. Students show consistent engagement with Duolingo due to both internal motivation and external features.
3.	Student Perception	Expresses enjoyment/gamification appeal	√		Students find many of Duolingo's features fun, helpful, and easy to understand, especially the animations, level system, and reminders. However, a few students express discomfort with cultural content in the app, showing that sociocultural context can affect
		Critiques app limitations	√		
		Links Duolingo to skill improvement	√		

				their perception of engagement. Some students also mentioned that pronunciation and understanding have improved due to targeted activities.
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Appendix 2 Interview Results

1. Strategies Used (SAUL-Q1)

Code	Quote
SAUL-Q1/F01	Yes, set a target of 2 times a day for 5 minutes
SAUL-Q1/F02	There is no daily target, just normal learning
SAUL-Q1/F03	Yes, by playing once a day for 5 minutes
SAUL-Q1/F04	I run a daily study streak, ...
SAUL-Q1/F05	There is no learning strategy, just following the unit
SAUL-Q1/F06	Yes, chasing the target of the daily study streak ...
SAUL-Q1/F07	No, just following the flow
SAUL-Q1/F08	No, daily study and chasing the unit so that I can be fluent in English
SAUL-Q1/F09	Yes, pursuing the unit so that I can learn English.
SAUL-Q1/F10	Yes, I follow the daily target suggested by Duolingo...

2. Time Management (TM-Q2)

Code	Quote
TM-Q2/F01	Every afternoon and evening for 5 minutes...
TM-Q2/F02	In the evening after Isha.
TM-Q2/F03	I play Duolingo in the afternoon, during my free time...
TM-Q2/F04	I play in the evening in my free time...
TM-Q2/F05	I play 5 minutes of Duolingo at 10 p.m., because of the free time.
TM-Q2/F06	I play Duolingo in the evening after studying...
TM-Q2/F07	When I have free time in the afternoon or evening.
TM-Q2/F08	I play only when there is a daily notice.
TM-Q2/F09	I play Duolingo after school to fit my activities and free time at home...
TM-Q2/F10	I play Duolingo when I have free time and before going to bed, 10 minutes a day...

3. Challenges Faced (CF-Q3)

Code	Quote
CF-Q3/F01	Due to internet difficulties at home, I have to buy internet data or use Wi-Fi...
CF-Q3/F02	There are no difficulties
CF-Q3/F03	Yes, sometimes the user's voice isn't detected well, so I have to try again at the end of the session.
CF-Q3/F04	Yes, the limited hearts feature restricts learning. I have to subscribe to premium to keep playing...
CF-Q3/F05	Yes, voice isn't detected, causing me to lose a chance to play, so I have to redo the question later.
CF-Q3/F06	Yes, sometimes Duolingo is slow to respond to answers, so I end up using a faster internet connection...

CF-Q3/F07	No
CF-Q4/F08	No
CF-Q3/F09	Yes, sometimes Duolingo doesn't capture my voice properly, so I repeat or skip that part...
CF-Q3/F10	Yes, the hearts (lives) are limited to only 3, so if they run out, I can't continue learning and have to wait to play again...

4. Student Consistency (SC-Q4)

Code	Quote
SC-Q4/F01	Yes, it's fun because there are rankings
SC-Q4/F02	No, because I'm just curious about Duolingo
SC-Q4/F03	Yes, because I want to be able to speak English fluently, because the features are interesting and challenging
SC-Q4/F04	Yes, to quickly master English so I can learn other languages
SC-Q4/F05	Yes, I'm consistent because I want to start a streak in Duolingo
SC-Q4/F06	Yes, because I want to be able to master English
SC-Q4/F07	No
SC-Q4/F08	Yes, to raise my English level...
SC-Q4/F09	Yes, because it's very fun...
SC-Q4/F10	Yes, because it's easy to understand and challenging...

5. Engaging Features (EF-Q5)

Code	Quote
EF-Q5/F01	The features are helpful because it is from the beginning or beginner and interesting...

EF-Q5/F02	Good, interesting and makes the spirit of learning when there is a notification from Duolingo as reminder to learning.
EF-Q5/F03	It is helpful because the level feature is adjusted to the user's level of understanding. The features are interesting especially the league.
EF-Q5/F04	The features are good with a note that the number of hearts is not limited so that you can learn continuously...
EF-Q5/F05	The features are very learning and very interesting but there is a hidden LGBT campaign and I don't like it because it is prohibited in Indonesia.
EF-Q5/F06	The features are very helpful in learning English, and the features are interesting like playing a game ...
EF-Q5/F07	The features are interesting and make it easier for me to understand English...
EF-Q5/F08	The features are easy to understand so it is interesting to learn at Duolingo
EF-Q5/F09	I think the features are complete and make it easy to learn English so it is interesting.
EF-Q5/F10	The features are many and the animations are interesting, like playing a game...

6. English Skills Improved (ESI-Q6)

Code	Theme
ESI-Q6/F01	Yes, it helps to improve listening, writing....
ESI-Q6/F02	Yes, it helps, in speaking, listening, writing....
ESI-Q6/F03	Yes, it is very helpful in improving vocabulary, speaking, listening
ESI-Q6/F04	Yes, in all aspects of English learning....
ESI-Q6/F05	Yes, in speaking, writing, and reading....

ESI-Q6/F06	Yes, it helps to know vocabulary and pronunciation because there are exercises....
ESI-Q6/F07	Yes, in speaking and writing...
ESI-Q6/F08	Yes, so I can learn to write and speak...
ESI-Q6/F09	Yes, in knowing vocabulary and writing in English...
ESI-Q6/F10	Yes, it helps in learning to speak and write in English...

Appendix 3 Permission letter to conduct research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185
Website: <http://fitk.walisongo.ac.id>

Nomor : 0914/Un.10.3/K/DA.04.10/2/2025

Semarang, 17 Februari 2025

Lamp : -

Hal : Izin Penelitian/Riset

Kepada Yth.
Kepala Sekolah SMP Kartiyoso,
Eriyani Safitri, S.Pd

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat, dalam rangka memenuhi tugas akhir skripsi mahasiswa prodi Pendidikan Bahasa Inggris (PBI) Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang, bersama ini kami sampaikan bahwa mahasiswa tersebut di bawah ini:

Nama : Fauzan Nurcholis

NIM : 2103046075

Semester : 8

Judul Skripsi : Investigating Out-of-Class Learning Media with Duolingo: Student Self-Directed Language Learning Experiences

Dosen Pembimbing: Dra. Nuna Mustikawati Dewi, M.Pd.

untuk melakukan penelitian/riset di SMP Kartiyoso, sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul sebagaimana tersebut diatas, yang akan dilaksanakan pada tanggal 17-28 Februari 2025.

Demikian, atas perhatian dan terkabulnya permohonan ini disampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

a.n. Dekan,
Kepala Bagian Tata Usaha

Siti Khotimah

Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

Appendix 4 Certificate of Completion of Research



**YAYASAN KARYA ABADI SEJATI
SEKOLAH MENENGAH PERTAMA
SMP KARTIYOSO
TERAKREDITASI A**

Jl. Taman Progo No. 13 Telp. 3548542 Semarang

SURAT KETERANGAN PELAKSANAAN PENELITIAN
Nomor : 042/103.33/SMP.Kty/HM/2025

Yang bertanda tangan dibawah ini :

Nama : Eriyani Safitri, S.Pd
Jabatan : Kepala Sekolah
Asal Sekolah : SMP Kartiyoso

Menerangkan bahwa :

Nama : Fauzan Nurcholis
NIM : 2103046075
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Ilmu Tarbiyah dan Keguruan
Judul Penelitian : "Investigating Out-of-Class Learning Media with Duolingo : Students' Self-Directed Language Learning Experiences".
Keterangan : Mahasiswa tersebut sudah melaksanakan penelitian di SMP Kartiyoso, pada bulan Februari sampai dengan awal Maret 2025

Demikian surat keterangan ini kami buat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.



Semarang, 27 Mei 2025

Kepala Sekolah,

Eriyani Safitri, S.Pd

Appendix 5 Documentation

1. Documentation when researcher introduce the Duolingo game and give tutorial on how to use it to the students



Figure 1.1 The English teacher is doing a presentation to introduce the Duolingo game to students before giving a tutorial to the students on how to use it.



Figure 1.2 The English Teacher explains the tutorial on how to use Duolingo to Students

Appendix 6 Monitoring

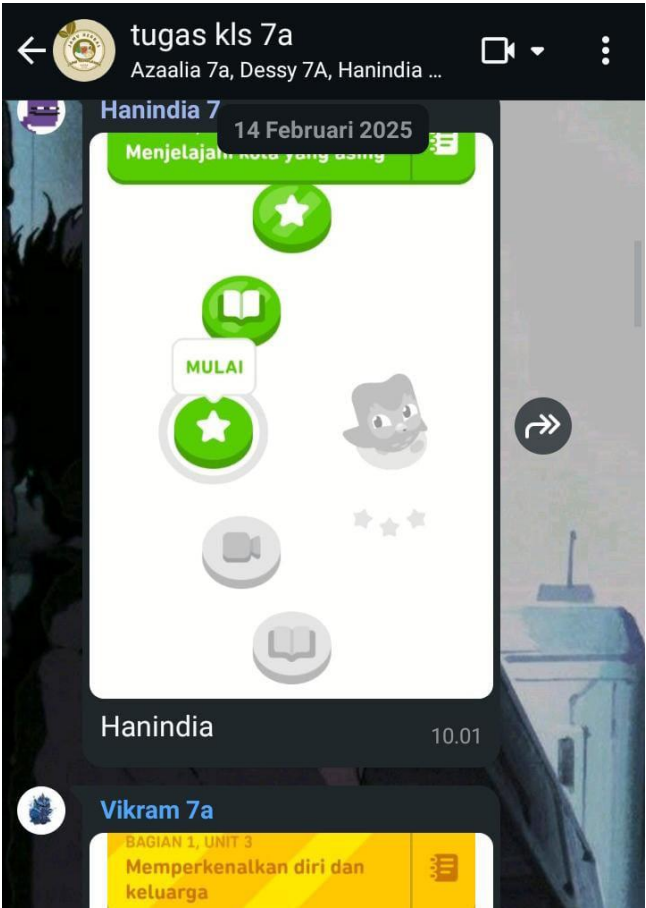


Figure 2.1 Monitoring day 1 on the WhatsApp group by the researcher.

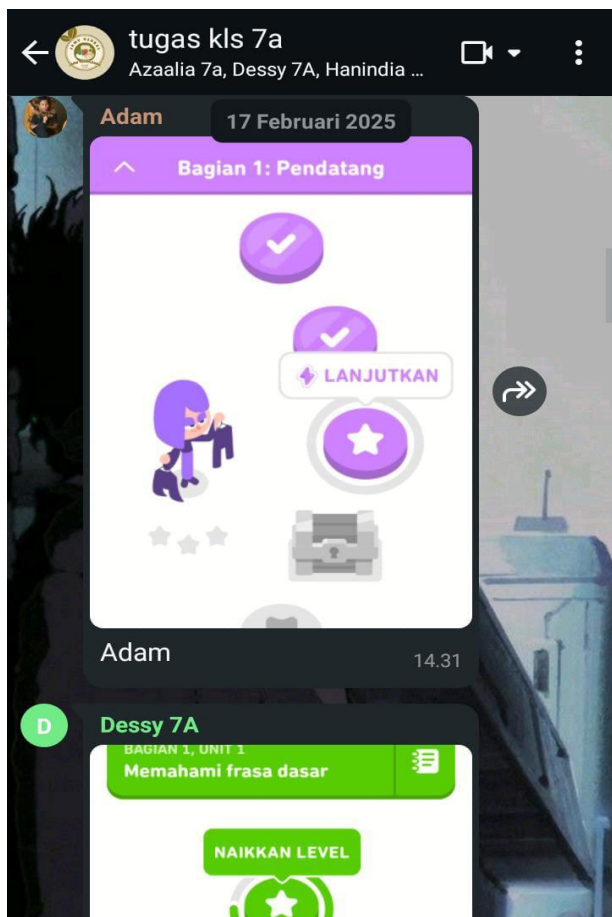


Figure 2.2 Monitoring day 2 on the WhatsApp group by the researcher.

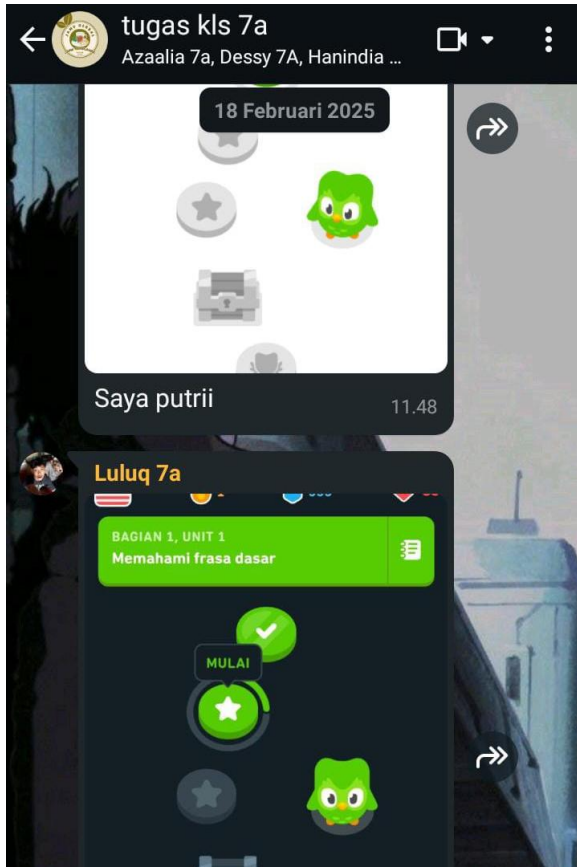


Figure 2.3 Monitoring day 3 on the WhatsApp group by the researcher.

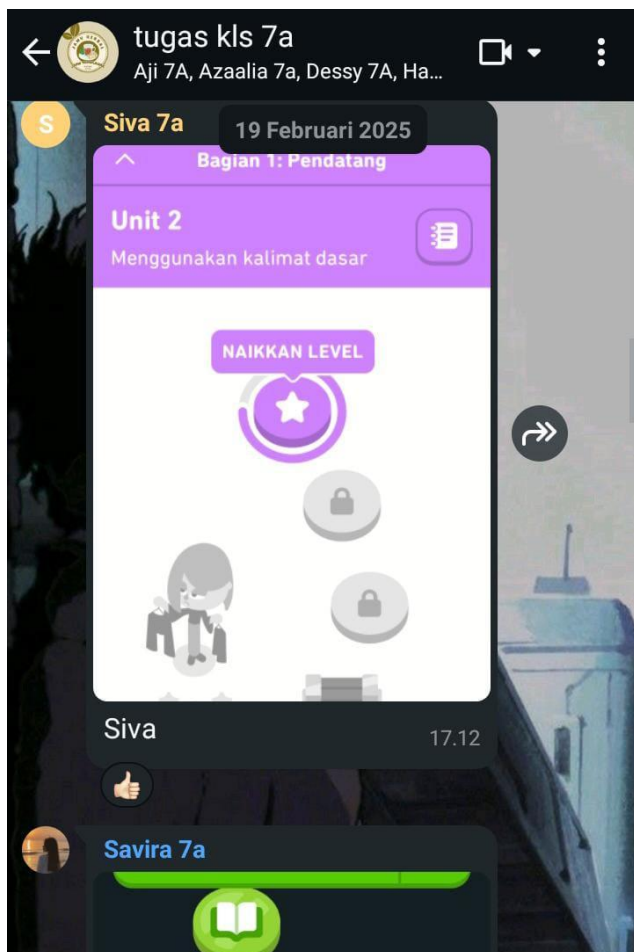


Figure 2.4 Monitoring day 4 on the WhatsApp group by the researcher.

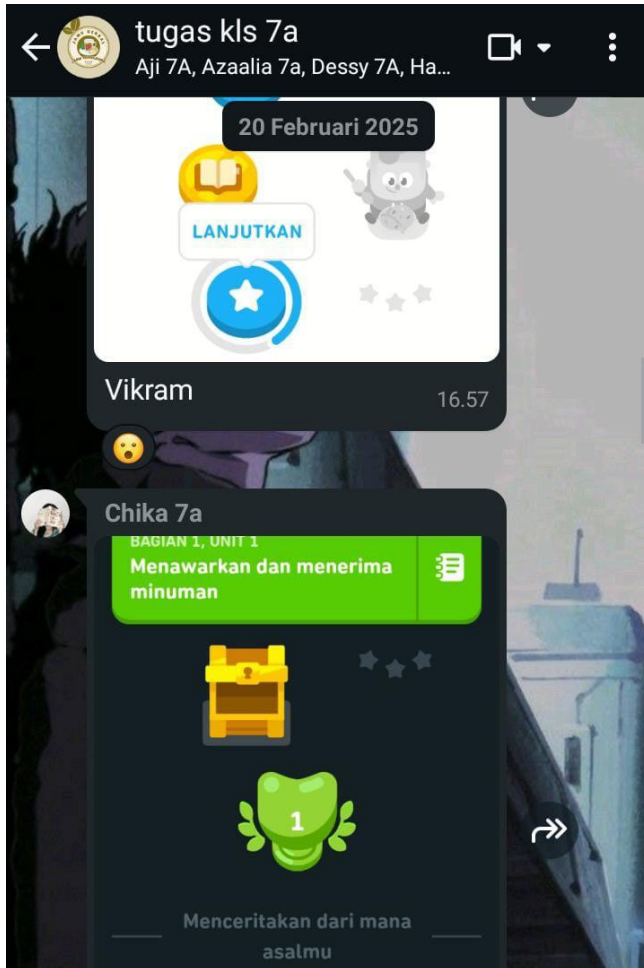


Figure 2.5 Monitoring day 5 on the WhatsApp group by the researcher.

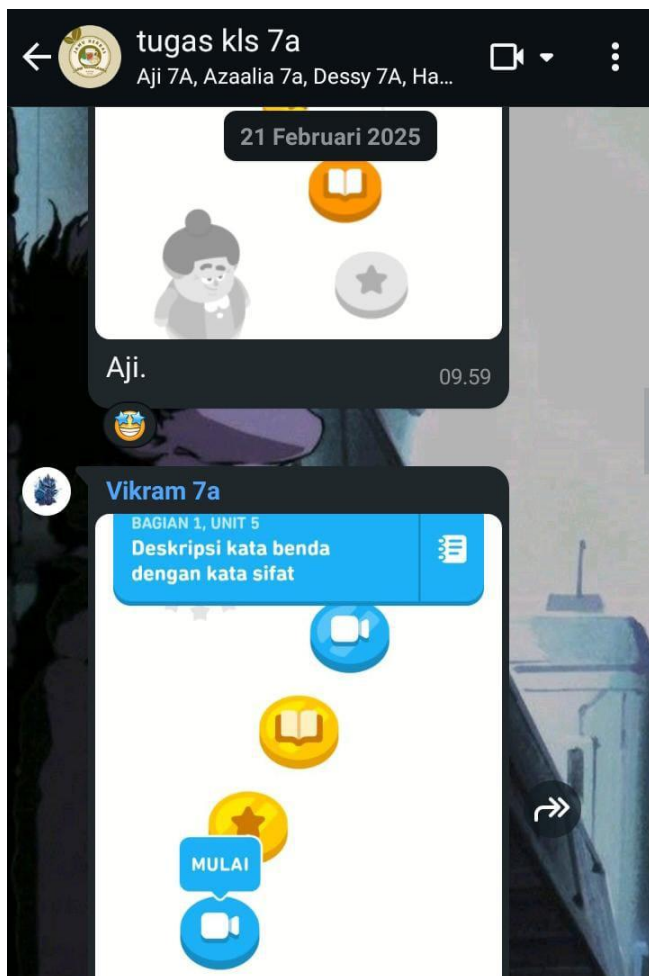


Figure 2.6 Monitoring day 6 on the WhatsApp group by the researcher.

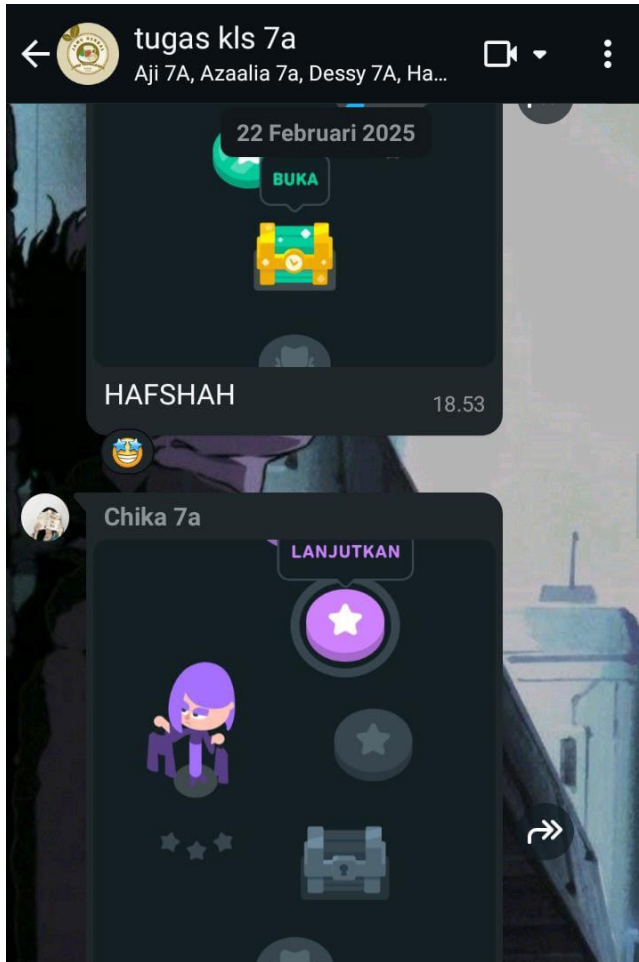


Figure 2.7 Monitoring day 7 on the WhatsApp group by the researcher.



Figure 2.8 Monitoring day 8 on the WhatsApp group by the researcher.

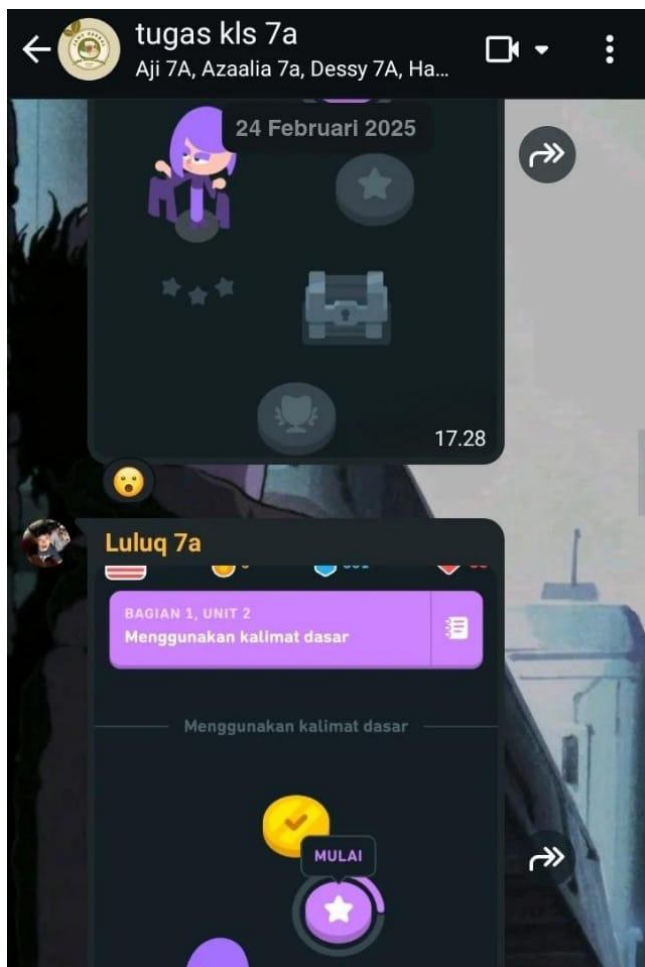


Figure 2.9 Monitoring day 9 on the WhatsApp group by the researcher.

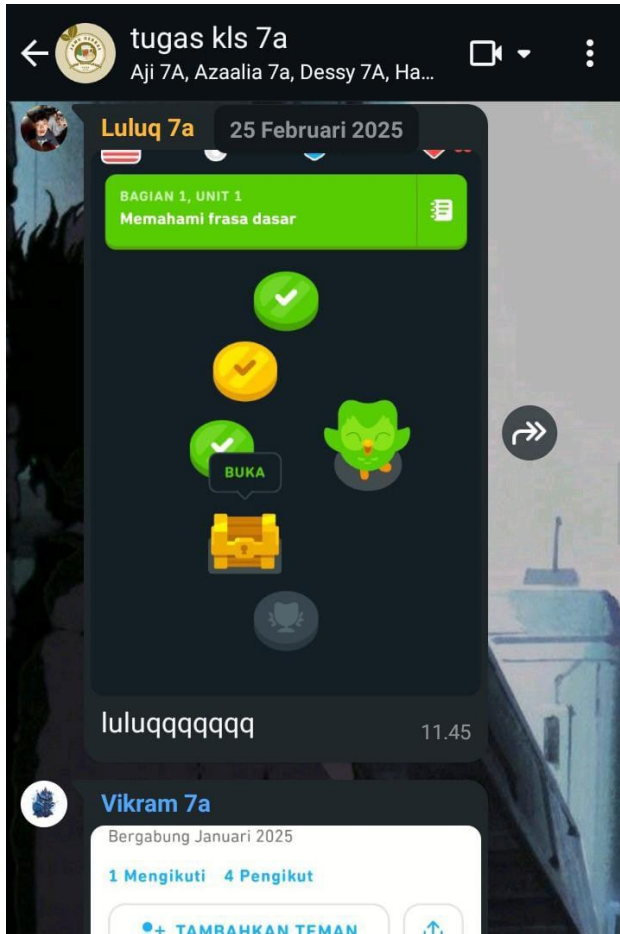


Figure 2.10 Monitoring day 10 on the WhatsApp group by the researcher.

CURRICULUM VITAE

Personal Data

Name : Fauzan Nurcholis
Place of Birth : Klaten
Date of Birth : 8th March 2002
Religion : Islam
Gender : Male
Address : Tulung, Klaten, Central Java
Email : pbi.fauzan.nc.2103046075@gmail.com

Formal Education

1. English Education Department, Faculty of Education and Teacher Training, Walisongo State Islamic University of Semarang.
2. SMKN 1 TULUNG
3. SMPN 4 MOJOSONGO
4. SDN 2 TULUNG

Informal Education

1. IAM Polyglot Indonesia

Semarang, 20th June 2025

The Writer,

Fauzan Nurcholis

2103046075