

ABSTRACT

Speaking English remains a major challenge for Indonesian secondary school students due to low confidence, anxiety, and limited opportunities for speaking practice under traditional teaching methods. This study integrated the Duolingo application as a gamification-based learning tool to enhance students' speaking performance and motivation. The research involved 30 purposively selected tenth-grade students of Suria Harapan High School using a pre-experimental one-group pretest–posttest design. Data were collected through a speaking test and analyzed using a paired-sample t-test after the Shapiro–Wilk normality test. The findings revealed a significant improvement in students' speaking performance after using Duolingo. Post-test results showed that 83.3% of students achieved the Very Good category, compared to the pre-test results, which were mostly classified as Fair. The paired-sample t-test revealed a significance value of $0.000 < 0.05$, leading to the rejection of H_0 and acceptance of H_a . In conclusion, the use of Duolingo had a significant positive effect on improving students' speaking skills, while its gamification features successfully increased motivation and engagement.

Keywords: *Duolingo, Speaking Skill*

