

**EXPLORING THE IMPACT OF COMBINING DUOLINGO AND
DISCORD TOWARDS STUDENTS LEARNING ENGAGEMENT AND
MOTIVATION**

SKRIPSI



**Presented to IKIP PGRI Bojonegoro
in partial fulfilment of requirements
for the degree of Sarjana in English Education**

**By :
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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGORO
2025**

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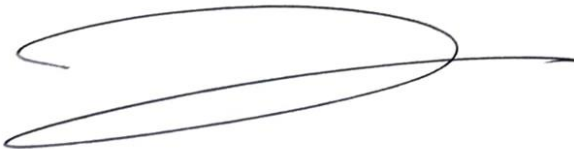
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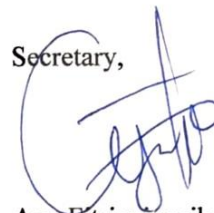
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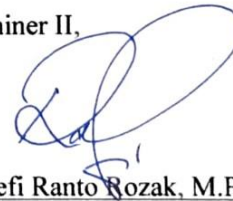
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MOTTO

“Maka sesungguhnya bersama kesulitan ada kemudahan. Apabila engkau telah selesai (dari suatu urusan), tetaplah bekerja keras (untuk urusan yang lain), dan hanya kepada TUHAN mu lah engkau berharap.”

QS. Al-Insyirah, 6-8

“Barangsiapa ingin mutiara, harus berani terjun di lautan yang dalam.”

Ir. Soekarno

“Bila kaum muda yang telah belajar di sekolah dan menganggap dirinya terlalu tinggi dan pintar untuk melebur dengan masyarakat yang bekerja dengan cangkul dan hanya memiliki cita-cita yang sederhana, maka lebih baik pendidikan itu tidak diberikan sama sekali”

Tan Malaka

"Dunia itu seluas langkah kaki. Jelajahilah dan jangan pernah takut melangkah. Hanya dengan itu kita bisa mengerti kehidupan dan menyatu dengannya."

Soe Hok Gie

“Aku membahayakan nyawa ibu untuk lahir kedunia, jadi tidak mungkin aku tidak ada artinya.”

Achmad Danny Prasetyo

ACKNOWLEDGEMENT

Above all else, my deepest praise and boundless gratitude I offer to the Almighty, whose infinite grace and guidance have illuminated my path and granted me the strength to complete this thesis, entitled **“EXPLORING THE IMPACT OF COMBINING DUOLINGO AND DISCORD TOWARDS STUDENTS' LEARNING ENGAGEMENT AND MOTIVATION,”** as a stepping stone toward earning my Bachelor's degree at IKIP PGRI Bojonegoro.

This journey has been far from solitary. Along the winding road of research and reflection, I have been accompanied by the wisdom, kindness, and unwavering support of many hearts and minds. Thus, with great humility and warmth, I offer my sincerest appreciation to:

1. Dr. Junarti, M.Pd., the esteemed Rector of IKIP PGRI Bojonegoro, whose leadership inspires.
2. Dr. Cahyo Hasanudin, M.Pd., the respected Dean of the Faculty of Languages and Arts Education, for his guidance and vision.
3. Ayu Fitrianingsih, M.Pd., the devoted Head of the English Education Study Program, whose dedication nurtures growth.
4. Dr. Ima Isnaini Taufiqur Rohmah, M.Pd., and Ayu Fitrianingsih, M.Pd., my academic supervisors, whose patience, wisdom, and heartfelt mentorship have been my compass throughout this endeavor.
5. All lecturers and academic staff of the Faculty of Languages and Arts Education, whose knowledge became the soil in which my academic roots

have grown, and whose presence shaped my journey with meaning and inspiration.

6. To my greatest hero and lifelong inspiration, my father, Suhindarto. Though he never had the chance to pursue higher education, his strength, sacrifice, and love became the bridge to mine. With unwavering support and quiet resilience, he taught me to rise, to strive, and to believe. This achievement is as much his as it is mine.
7. To my doorway to grace, my mother, Priarningsih. Whose boundless love embraces me in every season, whose gentle words and endless prayers have been the wind beneath my weary wings. Her affection never wanes, her spirit lifts me always, enabling me to endure and overcome each challenge I face.
8. To my grandfather, Subari. The steadfast general of my life, whose strength and silent guidance have led me through every battle with courage; and to my grandmother, Susmiati. Whose gentle love and quiet prayers have been a constant light along my path. This achievement is a tribute to their unwavering support and the foundation they have laid in my heart.
9. To my beloved family, the roots that hold me steady and the wings that help me soar. Their endless love, patience, and support have been the quiet strength behind every step I take and every dream I chase. This accomplishment is as much theirs as it is mine.
10. To my future wife. This dedication is for you, my greatest motivation. I don't know who you are or where you are, but I know that every challenge I faced

in getting this degree was made easier by the thought of building a future with you. This is for us.

11. My fellow students and friends in the English Education Department for their motivation, assistance, and solidarity during this journey.
12. And all other individuals whom I cannot mention one by one, but who have contributed in various ways throughout this process.

I realize that this thesis is still far from perfect. Therefore, I sincerely welcome constructive feedback and suggestions for improvement in the future. Lastly, I hope this thesis can be beneficial to readers and contribute, even in a small way, to the development of knowledge.

Bojonegoro, June 30th 2025
The Researcher

A handwritten signature in black ink, appearing to read 'Danny', with a long horizontal stroke extending to the right.

Achmad Danny Prasetyo

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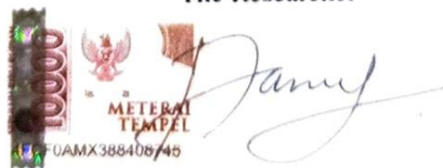
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In order to uphold academic integrity, sincerely and without coercion from any parties, I hereby declare that the skripsi entitled :

**“EXPLORING THE IMPACT OF COMBINING DUOLINGO AND
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MOTIVATION”**

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found, **I personally** accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.

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Achmad Danny Prasetyo

ABSTRACT

Prasetyo, Achmad Danny. 2025. Exploring The Impact of Combining Duolingo and Discord Towards Students' Learning Engagement and Motivation. Skripsi, English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Dr. Ima Isnaini Taufiqur Rohmah ,M.Pd., (II) Ayu Fitrianingsih, M.Pd.

Keywords: Duolingo, Discord, student engagement, learning motivation, mobile-assisted language learning (MALL), gamification, collaborative learning.

This study explores the impact of integrating Duolingo and Discord on students' learning engagement and motivation in the English Education Study Program at IKIP PGRI Bojonegoro. A quasi-experimental method was employed involving two classes: Class A as the experimental group and Class B as the control group. Through pre-test and post-test measurements, alongside surveys and interviews, this research provides data-driven evidence on how these platforms foster improved participation, collaboration, and intrinsic motivation. The results suggest that the combined use of gamified language learning applications and social interaction platforms can significantly enhance students' speaking skills and classroom engagement.

ABSTRAK

Prasetyo, Achmad Danny. 2025. Exploring The Impact of Combining Duolingo and Discord Towards Students' Learning Engagement and Motivation. Skripsi, English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Dr. Ima Isnaini Taufiqur Rohmah ,M.Pd., (II) Ayu Fitrianingsih, M.Pd.

Kata kunci: Duolingo, Discord, keterlibatan siswa, motivasi belajar, pembelajaran bahasa dengan bantuan ponsel (MALL), gamifikasi, pembelajaran kolaboratif.

Penelitian ini mengeksplorasi dampak dari pengintegrasian Duolingo dan Discord terhadap keterlibatan dan motivasi belajar siswa di Program Studi Pendidikan Bahasa Inggris IKIP PGRI Bojonegoro. Metode kuasi-eksperimen digunakan dengan melibatkan dua kelas: Kelas A sebagai kelompok eksperimen dan Kelas B sebagai kelompok kontrol. Melalui pengukuran pre-test dan post-test, bersama dengan survei dan wawancara, penelitian ini memberikan bukti berbasis data tentang bagaimana platform ini mendorong peningkatan partisipasi, kolaborasi, dan motivasi intrinsik. Hasil penelitian menunjukkan bahwa penggunaan gabungan dari aplikasi pembelajaran bahasa yang di-gamifikasi dan platform interaksi sosial dapat secara signifikan meningkatkan kemampuan berbicara dan keterlibatan siswa di kelas.

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CHAPTER I

INTRODUCTION

A. Background of Study

In recent years, the integration of technology into education has significantly transformed traditional learning paradigms, particularly in the realm of language acquisition. The advent of mobile applications has revolutionized the way students engage with language learning, with Duolingo emerging as a prominent tool in this domain. Duolingo employs gamification techniques to enhance user engagement and motivation, making language learning more accessible and enjoyable. According to Santi (2023), Duolingo's user-friendly interface and gamified elements encourage consistent practice, which is crucial for language retention and fluency. This assertion is supported by Permatasari and Aryani (2023), who emphasize that the interactive nature of Duolingo fosters a sense of achievement among learners, thereby increasing their motivation to engage with the language.

However, while Duolingo offers numerous advantages, its effectiveness can be further amplified when combined with collaborative platforms such as Discord. Originally designed for gamers, Discord has evolved into a versatile communication platform that supports various forms of interaction, including voice, video, and text chat. Arifianto and Izzudin (2021) highlight that the application of Discord in educational contexts promotes engagement and motivation among students. The collaborative features of Discord allow students to create study groups, participate in

discussions, and share resources, thereby fostering a supportive learning environment. Hidayati and Diana (2022) further assert that the integration of social interaction in language learning environments can lead to increased engagement, as students feel more connected to their peers and are more likely to participate actively in discussions.

Despite the advantages of using Duolingo, many students at IKIP PGRI Bojonegoro face significant challenges in maintaining motivation and engagement in their English language studies. Traditional classroom settings often lack the interactive and collaborative elements that can enhance learning experiences. As noted by Windya (2023), students may feel isolated in their learning journeys, leading to decreased motivation and engagement. The conventional teaching methods employed in many educational institutions may not fully address the diverse learning needs and preferences of students, resulting in a disconnect between students and the learning material.

The rapid advancement of technology necessitates that educational institutions adapt their teaching methods to meet the needs of modern learners, who are increasingly accustomed to interactive and social learning environments. The COVID-19 pandemic has further highlighted the importance of utilizing technology in education, as many students have had to adapt to remote learning environments. This shift underscores the need for effective online tools that can facilitate language learning while fostering a sense of community among students. The integration of collaborative platforms such as Discord presents a potential solution to these challenges.

By combining Duolingo's structured learning approach with Discord's interactive capabilities, there is an opportunity to create a more engaging and motivating learning environment for students at IKIP PGRI Bojonegoro. The theoretical frameworks such as Self-Determination Theory (SDT) suggest that when students feel competent, autonomous, and connected to others, their intrinsic motivation is fostered (Sailer & Homner, 2019). This aligns with the findings of Shortt et al. (2021), who argue that effective integration of technology in language learning can lead to more engaging and motivating experiences for students.

In conclusion, the combination of Duolingo and Discord offers a unique opportunity to enhance students' learning engagement and motivation in mastering English speaking skills. By exploring the impact of this combination, this study aims to contribute to the existing body of knowledge on mobile-assisted language learning (MALL) and provide practical implications for educators seeking to improve language acquisition outcomes. The findings of this research may offer valuable insights into how technology can be effectively integrated into language education, ultimately benefiting students' learning experiences and outcomes.

The researcher is particularly interested in investigating this combination due to the observed need for innovative teaching methods that can enhance student engagement and motivation in language learning. The potential of combining gamified applications with social interaction platforms aligns with contemporary educational theories that emphasize the

importance of collaboration and active participation in the learning process. By exploring the impact of combining Duolingo and Discord, this study aims to contribute to the existing body of knowledge on mobile-assisted language learning (MALL) and provide practical implications for educators seeking to improve language acquisition outcomes. The findings of this research may offer valuable insights into how technology can be effectively integrated into language education, ultimately benefiting students' learning experiences and outcomes.

B. Formulation of the Problem

1. What is the impact of combining Duolingo and Discord on learning engagement?
2. What is the impact of combining Duolingo and Discord on learning motivation?

C. Objective of the Study

1. To analyse the impact of the combined use of Duolingo and Discord on students' learning engagement in the English Education study program at IKIP PGRI Bojonegoro.
2. To analyse the impact of the combined use of Duolingo and Discord on students' learning motivation in the English Education study program at IKIP PGRI Bojonegoro.

D. Significance of the Study

1. Theoretical Significance

This research contributes to the existing body of knowledge on mobile-assisted language learning (MALL) by exploring the interplay between gamified applications and social interaction platforms. It aims to fill the gap in literature regarding the combined effects of Duolingo and Discord on language learning engagement and motivation (Finardi et al., 2016; , Loewen et al., 2019). This research contributes to the existing body of knowledge on mobile-assisted language learning (MALL) by exploring the interplay between gamified applications and social interaction platforms. It aims to fill the gap in literature regarding the combined effects of Duolingo and Discord on language learning engagement and motivation (Finardi et al., 2016; , Loewen et al., 2019).

2. Practical Significance

The findings of this study will offer practical implications for educators and curriculum developers. By understanding how these tools can be effectively integrated, educators can design more engaging and motivating language learning experiences that cater to the needs of modern learners (Shortt et al., 2021)

E. Definition of Terminologies

1. Learning Engagement

Refers to the degree of attention, curiosity, interest, and passion that students exhibit when learning. It encompasses behavioral,

emotional, and cognitive dimensions of engagement (Finardi et al., 2016; , Loewen et al., 2019).

2. Learning Motivation

The internal and external factors that stimulate students' desire to learn. It includes intrinsic motivation (driven by personal satisfaction) and extrinsic motivation (driven by external rewards) (Hidayati & Diana, 2022; , Ahmed, 2016).

3. Duolingo

A mobile application designed for language learning that employs gamification techniques to enhance user engagement and motivation. It offers a variety of exercises aimed at improving vocabulary, grammar, and pronunciation (Santi, 2023; , Permatasari & Aryani, 2023; , Windya, 2023).

4. Discord

An online communication platform that facilitates voice, video, and text interactions. In an educational context, it serves as a collaborative space for students to engage in discussions, share resources, and support each other in their learning journeys (Arifianto & Izzudin, 2021; , Hidayati & Diana, 2022).