

EXPLORING STUDENTS' EXPERIENCES IN USING LINGODEER TO ENHANCE SPEAKING SKILL

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Received: January 12, 2025; Accepted: February 28, 2026

ABSTRACT

This study explores students' experiences in using LingoDeer, an AI-based language learning application, and investigates its perceived contribution to the development of English-speaking skills. It focuses on how the application supports key aspects of speaking, including fluency, grammar, vocabulary, pronunciation, and comprehension, as well as students' overall perceptions of its role in their learning. The research employed a qualitative descriptive approach, combining questionnaires and semi-structured interviews, to provide a comprehensive understanding of LingoDeer to enhance speaking ability. This study was conducted at the Department of English at State Islamic University of Mataram, involved 120 respondents and 10 students served as interviewers who used the LingoDeer app. The results demonstrate that LingoDeer positively impacts students' speaking skills, particularly in areas of fluency, pronunciation, grammar understanding, and vocabulary enrichment. Students reported that the app's interactive features, repetitive exercises, and audio support helped them improve pronunciation and internalize language patterns. The study also found that LingoDeer motivated consistent speaking practice and provided immediate feedback, fostering engagement. The research suggests that the use of AI in English learning is pivotal; thus, teachers should consider the utilization of AI tools for effective teaching and learning.

Keywords: AI Tools, Speaking Skills, Students' Experience

A. INTRODUCTION

Technology plays a very crucial role in the entire human life dimensions, especially in the field of education, where technology advancement has emerged in an endless stream (Syarifudin & Ariawan, 2021). Another crucial advantage is accessibility and inclusivity, as technology provides remote access to learning resources for individuals with disabilities, those in remote areas, and students from diverse backgrounds, ensuring inclusivity in education (Frey & Mancilla, 2023). This indicates that technology also enhances global connectivity by connecting students to a world of information, facilitating communication and collaboration with peers, experts, and educators globally, thereby fostering global awareness and perspective (Balalle, 2024). Furthermore, the use of technology in education prepares students for the real world by helping them acquire digital literacy, critical thinking, problem-solving, and research skills that are increasingly valuable in today's workforce. Overall, technology transforms education into a more accessible, inclusive, and effective process, helping students meet the demands of the modern world.

The incorporation of technology not only in Education but also in English language instruction markedly improves both pedagogical approaches and student learning outcomes. It provides access to authentic materials, interactive platforms, and personalized learning, collectively fostering engagement and proficiency. The utilization of technology enables students to engage with authentic language use in a real-world context, through the utilisation of news articles, videos, and podcasts. This, in turn, enhances their cultural competence and contextual understanding (Tabasi et al., 2024). Virtual classrooms facilitate real-time interaction, thereby enabling immediate feedback and collaborative learning opportunities (Felcida & Parameswaran, 2024). Adaptive learning software is designed to tailor the educational experience to the individual needs of the student, thereby enhancing both language skills and confidence (Prayudha, 2024).

While technology offers numerous benefits, challenges such as unequal access and the need for effective pedagogical strategies remain significant hurdles in fully realizing its potential in language education (Tabasi et al., 2024). One of the key challenges of AI in education is transparency. The "black box" problem complicates comprehension of the decision-making processes employed by AI systems, which can impede trust in the efficacy of educational tools (Umar, 2024). The next issue is algorithmic bias. The potential for AI systems to perpetuate existing biases is heightened when they are trained on flawed data, which can result in unfair educational outcomes (Bezzina & Dingli, 2024; Umar, 2024). A third challenge is that of data privacy. While the potential of AI in education is transformative, addressing these challenges is essential to ensure the creation of equitable and effective learning environments.

The role of technology-based applications in enhancing students' speaking abilities has become increasingly prominent in language education. A recent study by Fhonna et al., (2024) conducted at SMP 8 Banda Aceh which investigates the use of the Duolingo application as a tool to improve students' English-speaking skills. The study employs a pre-experimental research design to measure the effectiveness of Duolingo in improving students' speaking skills. The research involves 34 participants selected through purposive sampling and uses pre-test and post-test instruments to identify measurable improvements. The analysis of results demonstrates a significant improvement in students' speaking

abilities, where the t-score (0.967) exceeds the t-table value (0.678). This finding validates the research hypothesis, confirming that Duolingo effectively enhances speaking skills.

This systematic review of published studies from 2010 to 2019 focuses on the use of language games to enhance students' speaking skills in English as a Second Language (ESL) settings. The main objective of this review is to synthesize evidence from past research to provide insights into the impact of language games on improving students' speaking abilities. This information is intended for researchers and educators to promote further research and development in this area. The study Kaur & Aziz, (2020) highlight the significant positive impact of language games on enhancing speaking skills, underscoring their effectiveness in language learning. Furthermore, this study by Kew et al., (2023) aimed to explore the online technology resources used by low-proficiency learners to enhance their communication and speaking abilities. A quantitative approach was adopted, with a questionnaire as the research instrument. The study involved 62 undergraduate students. The results revealed that YouTube (58%) was one of the most frequently used online resources by students to improve their speaking skills. Most students reported that these online resources helped them build confidence and reduce speaking anxiety (32%). Moreover, Harputlu & Ceylan (2014) suggest that apps can help learners improve pronunciation and intonation by providing immediate feedback, though they also highlighted that the success of such tools largely depends on the learner's engagement and commitment.

Moreover, a study by Jannah et al., (2022) show that LingoDeer use significantly enhanced students' vocabulary, as evidenced by an increase in average scores from 63.70 in the pre-test to 70.75 in the post-test. The t-test score (3.870) surpassed the t-table value (2.101), indicating that the application effectively improved vocabulary mastery. LingoDeer, a language learning platform launched in 2017, has quickly become a popular choice for English learners due to its comprehensive approach, engaging interface, and focus on practical application. Studies have shown that LingoDeer can effectively improve English vocabulary and overall language proficiency, making it a valuable tool for both individual learners and educational institutions (Sitepu & Putri, 2024). LingoDeer's success can be attributed to its well-rounded curriculum, interactive learning methods, and focus on practical application, making it a game-changer in the English language learning landscape and the necessity for accessible, user-friendly resources that accommodate diverse learning styles which "help learners to master the language in a comprehensive way" (Vare, 2024).

Although previous studies have extensively examined the use of mobile-assisted and AI-based language-learning applications in EFL contexts, most of this research has focused on general language proficiency or on isolated skills such as vocabulary and grammar, with particular emphasis on widely used platforms like Duolingo. Empirical evidence that specifically investigates the role of LingoDeer in enhancing English-speaking skills remains limited. Moreover, existing studies tend to prioritize measurable learning outcomes while providing insufficient attention to students' experiences and perceptions when using AI-driven applications for speaking practice. Consequently, there is a lack of focused, mixed-methods research that simultaneously examines the effectiveness of LingoDeer in improving multiple dimensions of speaking skills and explores how students perceive its AI-based features within a higher education EFL context. LingoDeer expects to improve in several areas to enhance the user experience. Therefore, the present study aims to explore students' experiences with LingoDeer and to investigate its perceived contribution to the development of English-speaking skills. Specifically, the study focuses on key components of speaking proficiency, including fluency, pronunciation, grammar, vocabulary, and learner

comprehension. In addition, the research seeks to identify learners' perceptions on app's usability, engagement, and instructional support, as well as the challenges they encounter while using LingoDeer as a supplementary tool for English language learning.

B. METHOD

This research employs a qualitative descriptive approach, integrating qualitative techniques, to facilitate a more comprehensive understanding of the efficacy of the LingoDeer app in enhancing students' speaking abilities (Hands, 2022). The qualitative approach was also utilized to gain a deeper understanding of students' individual experiences through semi-structured interviews which serve as primary qualitative data source and the questionnaire data serve as a descriptive data that captures students' perceptions. This method was deemed suitable because it can provide insights not only into the perceived impact of LingoDeer but also into why and how this app contributes to the development of students' speaking skills. This research was conducted at the Department of English, UIN Mataram, with 120 respondents and 10 students serving as research participants, selected through purposive sampling from semi-structured interviews. The sample was selected based on specific criteria, including students who had used the LingoDeer application and demonstrated a fundamental level of English-speaking proficiency. The demography of the respondents in Table 1 provides an overview of the respondents' demographic characteristics, with a particular focus on gender, age, university affiliation, study program, and semester. The details about Respondents' Demography can be seen from the table below.

Table 1: Respondets' Demography

Item	F	Percentage
Gender		
Male	56	46.7%
Female	64	53.3%
Age		
16 – 17	3	2.5%
18 – 19	34	28.3%
20 – 21	70	58.3%
22 – 23	9	7.5%
24 – 25	4	3.3%
University		
UIN Mataram	81	66.65%
Universitas Mataram	20	16.65%
Others University	19	15.83%
Program Study		
English Education	62	51.65%
Others Study Program	58	
Semester		
1	23	19.2%
3	16	13.3%
5	68	56.7%
7	11	9.2%
9	2	1.7%

The data were collected through the administration of questionnaires and semi-structured interviews. The questionnaire was used to gather students' perceptions of LingoDeer's features, including its usability, perceived contribution, and its role in supporting various aspects of speaking proficiency, such as pronunciation, vocabulary acquisition, fluency, and grammar. The instrument was designed using a Likert scale format to facilitate quantitative analysis and to capture the degree of agreement with each statement. Likert-scale questionnaires are widely employed in educational research to measure attitudes and perceptions in a structured and reliable manner (Taherdoost, 2019; Joshi et al., 2015).

Meanwhile, semi-structured interviews were conducted to explore students' individual experiences in greater depth, including the challenges they encountered, the most beneficial features of the application, and the perceived impact on their speaking confidence. This method allows flexibility in probing participants' responses while maintaining consistency across key topics (Braun & Clarke, 2021; Kallio et al., 2016). All interviews were audio-recorded and transcribed to ensure accuracy and to facilitate systematic analysis. Quantitative data obtained from the questionnaires were analyzed using descriptive statistics, such as percentages and mean scores, to identify general trends in students' responses. Descriptive analysis is commonly used to summarize and interpret survey data in educational contexts (Creswell & Creswell, 2017; Mishra et al., 2019). In parallel, qualitative data from the interviews were analyzed using thematic analysis, which involves coding, categorizing, and identifying recurring themes across participants' responses. This approach enables the researcher to generate meaningful patterns and interpret participants' experiences in depth (Braun & Clarke, 2021). Furthermore, the importance of this method lies in its ability to triangulate data, which can increase the validity and credibility of the research results, as well as provide a more balanced view of the phenomenon under study (Moon, 2019; Rahman et al., 2021).

C. FINDINGS AND DISCUSSION

This section presents and discusses the findings of the study in relation to the research objectives. The results are derived from questionnaires and semi-structured interviews. By integrating these two sources of data, this section provides a comprehensive analysis of students' perceptions and experiences in using LingoDeer as an AI-based language learning application. The discussion is organized into two main parts: the first focuses on students' perceptions of the application based on questionnaire results, while the second explores their experiences and perceived improvements in speaking skills based on interview data.

1. Students' Perceptions toward the Use of LingoDeer

The present study aims to explore students' experiences in using LingoDeer as an AI-based learning application and to examine its effectiveness in enhancing English-speaking skills, particularly in terms of fluency, pronunciation, grammar, vocabulary, and learner comprehension. The following table presents students' perceptions of using LingoDeer in speaking practice.

Table 2 Students' Perceptions

No	Statements	Students' Responses				
		SA (%)	A (%)	N (%)	SD (%)	D (%)
1	I often use the LingoDeer app to practice speaking skill	11.2	30.0	35.0	9.2	14.2
2	LingoDeer motivates me to practice speaking more consistently	12.5	37.5	26.7	10.8	12.5
3	LingoDeer's speaking features are easy to use	29.2	35.0	16,7	10,8	8,3
4	LingoDeer provides speaking exercises that match my ability level	12.5	39.2	34.2	5,8	8.3
5	LingoDeer allows me to learn speaking in a fun way	15.0	36.7	30.0	8.3	10
6	LingoDeer helps me improve my English speaking skills	15.0	37.5	26.7	12.5	8.3
7	I feel more confident when speaking after using LingoDeer	10.8	35.8	33.3	10.8	9.2
8	Using LingoDeer has made me more fluent in English	12.5	33.3	27.5	15.8	10.8
9	This app is effective in helping me learn proper	17.5	34.2	25.0	10.8	12.5
10	LingoDeer is effective in helping me understand correct grammar in English	13.3	35.0	29.2	14.2	8.3
11	LingoDeer is effective in helping me enrich my vocabulary in English	17.5	33.3	30.0	10.8	8.3
12	LingoDeer is effective in improving my English understanding	13.3	35.8	28.3	12.5	10.0
Total		47.09		29.58	23.33	

The responses indicate a predominantly positive trend, with a substantial proportion of students agreeing or strongly agreeing with the statements presented. This is reflected in the aggregated 47.09% of positive responses, suggesting a high level of favorability toward the app's usability, motivational features, and capacity to support skill development. A more detailed analysis reveals that students particularly appreciate the app's ease of use and its ability to motivate consistent practice. For instance, statements such as "LingoDeer is easy to use" (29.2% strongly agree, 35% agree). This indicates that the application can be accessed by students anytime and anywhere (Hasanah & Ulfah, 2024). This is in line with the statement of Triwiyanti and Dalimunte (2025) that Lingodeer was selected due to its interactive design, accessibility, and focus on grammar and vocabulary, essential components in language acquisition.

Moreover, the data also revealed that “LingoDeer motivates consistent speaking practice” (12.5% strongly agree, 37.5% agree) received some of the highest levels of agreement. These findings indicate that the app effectively addresses common barriers to language learning, such as accessibility and learner engagement. In line with this, adaptive learning software is designed to tailor educational experiences to individual learner needs, thereby enhancing both language proficiency and learner confidence (Prayudha, 2024). Similarly, Fhonna et.al, (2024) found that integrating technology can significantly enhance students’ speaking abilities, particularly in terms of fluency and vocabulary acquisition

Furthermore, in terms of perceived effectiveness, LingoDeer is regarded as a useful tool for improving vocabulary and grammar. Specifically, 17.5% of respondents strongly agreed and 33.3% agreed that LingoDeer enhanced their vocabulary. It is in line with the findings of several studies who found that the use of LingoDeer Application in improving students' vocabulary mastery (Triwiyanti & Dalimunte, 2025; Jannah et al., 2022). A similar pattern is observed in responses related to grammar comprehension, with nearly 50% of participants indicating positive agreement. However, a smaller proportion of respondents strongly agreed that the application improved their confidence or fluency.

This suggests that there may be room for improvement in providing more interactive or advanced speaking practices, possibly due to limitations in speech recognition features. Speech recognition tools are particularly effective in developing pronunciation and listening skills, which are often challenging aspects of language acquisition (Felcida & Parameswaran, 2024). While, the remaining respondents, comprising 29.58% and 23.33% of the total sample, expressed neutral or dissenting opinions, suggesting a degree of skepticism or unmet expectations. This could be attributed to individual learning preferences or challenges in using digital tools. Despite the limitations, the effectiveness of LingoDeer is still perceived positively by over 80% of respondents, particularly in terms of vocabulary and grammar enhancement.

2. Students’ Experiences in Using LingoDeer for Enhancing Speaking Skills

This section presents the findings derived from the interview data, focusing on students’ experiences in using LingoDeer to enhance their speaking skills. The analysis is organized into several thematic areas, including students’ learning goals in using the application, as well as their perceived improvements in fluency, pronunciation, grammar understanding, and vocabulary development.

Goal of Using LingoDeer: Improving Speaking and Other Skills

LingoDeer is often used by learners primarily to improve their speaking skills, but many also focus on other aspects of language learning. Respondents emphasize the app’s versatility in enhancing not only speaking but also listening, grammar, and vocabulary. For instance, R1 stated,

“Of course, my goal in using LingoDeer is to improve my speaking ability and other skills,” highlighting the app’s broad utility. Similarly, R4 mentions, *“My goal in using this app is to improve my speaking skills and overall abilities.”*

This indicates that LingoDeer is a tool for enhancing students' motivation, not just speaking alone. The findings of this study also align with those of Syafrizal et al., (2022), who highlighted students' favorable perceptions of Duolingo, particularly regarding motivation and ease of use. Similarly, the present study found that LingoDeer's incorporation of gamified features and interactive exercises led to increased student engagement and consistent speaking practice. Similarly, the findings of Kaur & Aziz (2020) corroborate the present study's results regarding the role of gamified language games in enhancing speaking skills.

Improvement in Fluency

Many users report increased fluency from the regular practice offered by LingoDeer. For example, R2 states,

"I feel that using LingoDeer has helped me become more fluent in speaking."

The repetitive nature of exercises, as mentioned by R3, such as

"the exercises are repetitive, I can memorize the sentences that are taught,"

This indicates that the repetition of key phrases and sentences helps learners internalize language patterns and gain fluency over time. The findings of Harputlu & Ceylan (2014) are consistent with this study, as both highlight the effectiveness of mobile-assisted learning tools in improving pronunciation and fluency. However, Harputlu and Ceylan observed that the extent of improvement depended on the learner's engagement and commitment. In contrast, this study demonstrates that LingoDeer fosters consistent practice and motivation in a natural way through its user-friendly features, making it an effective tool even for students with varying levels of commitment. Lastly, the study by Kew et al., (2023) investigated the ways in which low-proficiency learners utilized YouTube to enhance their confidence and mitigate speaking anxiety. As with the aforementioned findings, the current study demonstrated that LingoDeer increased students' speaking confidence.

Improvement in Pronunciation

LingoDeer is widely regarded as highly effective at helping learners improve their pronunciation. Respondents appreciate the audio features that allow them to hear native-like pronunciation and practice imitating it. R2 mentioned,

"The audio feature in the LingoDeer app helps me hear the pronunciation of words clearly, so I can imitate them very well,"

while R3 also highlighted,

"The app has exercises for pronunciation, which is very helpful for improving my pronunciation."

This shows that LingoDeer provides a practical platform for learners to refine their pronunciation skills. The findings of this study reveal that the LingoDeer application positively impacts students' speaking skills, particularly in areas of fluency, pronunciation,

grammar comprehension, and vocabulary enrichment. The results of this study corroborate and extend the findings of Fhonna et al., (2024), who demonstrated that Duolingo significantly enhanced students' speaking abilities, particularly in terms of fluency and vocabulary acquisition. Similarly, Ahn & Lee (2016) reported significant improvements in their pronunciation skills due to LingoDeer's audio features and immediate feedback. Both studies underscore the significance of real-time feedback in self-regulated speaking practice.

Grammar Understanding

LingoDeer also plays a significant role in helping learners understand and apply grammar correctly in speech. Respondents noted that the app's immediate feedback system helps recognize and correct mistakes. R2 provided an example of its usefulness in grammar:

“Correct grammar helps me understand and practice proper grammar when speaking. Example sentences help me understand when to use the present perfect or the simple past.”

R4 also stated,

“It is very helpful because when we answer a question incorrectly, it immediately shows us the correct answer.”

This immediate correction reinforces the correct grammar usage for more confident speaking. The findings of this study are also consistent with those of Windya et al., (2023), who observed that Duolingo's interactive features significantly enhanced students' fluency and grammar comprehension. Similarly, this study revealed that LingoDeer reinforced grammatical accuracy while enhancing fluency through contextual practice and immediate feedback.

Vocabulary Development

One of the most cited benefits of using LingoDeer is vocabulary enrichment, which significantly improves speaking ability. The app introduces new vocabulary within context, helping learners use words effectively in conversation. R1 commented,

“The app introduces many new vocabulary words in sentence context, which helps me understand how to use them in everyday conversations.”

Similarly, R6 said,

“It gives me lots of new vocabulary, and it keeps repeating, so we will remember it.”

This indicates that the use of LingoDeer can increase students' vocabulary mastery. It is supported by Triwiyanti and Dalimunte (2025) that Lingodeer is an effective and enjoyable tool for enhancing students' English vocabulary. A similar conclusion was reached by Jannah et al., (2022), who demonstrated that LingoDeer effectively improved students' vocabulary acquisition.

D. CONCLUSION

This study aimed to explore students' experiences in using LingoDeer, an AI-based language learning application, and to investigate its perceived contribution to the development of English-speaking skills. The findings indicate that students generally perceive LingoDeer as a supportive tool for enhancing various aspects of speaking, particularly fluency, pronunciation, vocabulary, and grammar understanding. The application's interactive features, repetitive exercises, and audio support were found to facilitate speaking practice and promote learner engagement. These findings suggest that integrating AI-based applications such as LingoDeer can support more student-centered and interactive learning environments, particularly in developing speaking skills. By encouraging regular practice and providing immediate feedback, such tools can enhance learners' confidence and autonomy in language learning. Nevertheless, this study is limited by its reliance on students' self-reported experiences within a specific context, which may affect the generalizability of the findings. Therefore, future research is recommended to examine the long-term use of similar applications, incorporate more diverse participant groups, and explore how technological tools can be further optimized to address identified limitations, particularly in grammar instruction.

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Qodriani, Mardianti, Ayusfina, Ariawan, Suhandra, Khusniyah, Marta, Inayah, Sulaiman & Ashfiya: Exploring Students' Experiences in Using ...

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