

CHAPTER I

INTRODUCTION

This chapter consists of background of the study, the formulation of research problem, research objective, significance of the research, the scope and limitation of the research, and the definition of key term.

A. Research Context

In Indonesia, English is considered as a second language that very important for international communication, politics, society and culture and also for communication in a group of work activities in international classroom (Bechroozi & Amoozegar, 2014). Language is used to create a meaningful communication. Communication is the main function of Language (Nurhayati, 2016). By following the digital technology, it has been a very rapid increase in the importance of studying ESL to communicate with the students from various part of the country (Golonka, et.al, 2014). There are four skills that have to be mastered by the students. The four skills are listening, reading, writing, and speaking. In the modern education system, teacher serves as a transmitter of teaching materials that have been equipped with the technology-based educational media to allow the process of delivering material can take place effectively and efficiently. Learning English by using mobile application is creative and systematic effort to stimulate effort of the learning interest and to create experiences that can help students' learning process, so that they are not getting bored easily to attend the learning process. (Bernaki, Greene, and Crompton, 2020). By equipping

technology, lecturers would be easier to apply learning and teaching (Nurhayati, 2019). According to Chen (2005) games promote communicative, competence, encourage creative and spontaneous use of language. They are effective to increase motivation and promote learner centered. Games can promote development of student's attitude and give them more chances to speak. Ewa (2016) argues that games have advantage of bring variety, breaking monotony, proving a thrill when doing grammar exercises and motivating students to work. Pappas (2015) defines gamification as a methodology that involves the use of game design elements and mechanics in learning activities.

Based on the explanation, the researcher has an idea to find out an appropriate educational game for the students. There was variety application of educational games can be applied to support teaching and learning activates. experience with a variety of reading, writing and speaking, listening activities in school can help learners acquire the skills they need to be successful (Nurhayati, 2016). However, it is necessary for the lecturer to guide them in choosing appropriate application of educational games which meet the students need, the objective of the topics, and integrated it to the curriculum. The educational game is called Duolingo. Duolingo is a games application that can be used for the students not only play but also to learn language. The main point of this game it can motivate the students to spend their free time to improve their English outside of the class.

Duolingo is a premium language-learning platform for cell phones or across 28 languages. According to its website, t has over 300 million registered

users across the world. It is one of the most and praised language teaching application on the market. It also won a several award as best educations start up and play and learning application. Duolingo also presents four English skill such as reading, writing, listening and speaking. The four skills are present during the learning activities in Duolingo through questions, small text to hear and transcribed. The students also have to record their pronunciation to assess their speaking ability.

According to Krashen (2014) Duolingo is a web-based self-paced language teaching program that guides students' step-by step through a sequence task, largely based on translation. It is aimed as conscious learning and subconscious of language as students hear and read samples of language. Then, Munday (2016) states that Duolingo is very modern-looking gaming application. Most of activities in the application are based on translation, dictation, and pronunciation. It also incorporates some gamification elements to motivate and engage learners. Some examples of this are the lingos as awards given when you complete a skill; the inclusion of a weekly leaderboard, where you can "compete" against friends to see who has the highest XP; a symbol of a flame next to your name with the numbers of days of your streak on the site; the aforementioned strength bar, which appears when a user is completing a lesson, to indicate how close they are to finishing it, etc.

In a fact of using Duolingo on student's pesantren subulussalam, the students usually use it in a free time. The play those application in some aspects. The aspect that they learn were translation, speaking, and also writing. They also

play those game to gain and increase their English regularly. From that application, they can enjoy to learn English outside of the class.

There are several previous studies related on The Use of Duolingo Application by Students at Pesantren Subulussalam in English Language Learning. The first study about The Implementation of Duolingo Mobile Application in English Vocabulary Learning. This research written by Irawan, Wilson, and Sutrisno (2020). The aim of this research is to obtain data and to analyze the effect of the implementation of Duolingo application in English vocabulary. The sample that researcher choose is SDN 02 Ciputat. The researcher used test as to testing vocabulary and questionnaire for used to gain the data. The result of this research by using Duolingo application have a good score or predicate (73.8%). So, the learning by using duolingo as a media can be applied for students in understanding English.

The second one about The Use of Duolingo Apps to Improve English Vocabulary Learning. This research written by Ajisoko from Borneo University (2020). This research focuses on exploring the use of Duolingo apps in improving student's vocabulary in Borneo University of Tarakan. The method that uses in this research is pre-experimental research by using pre-test and post-test. The sample of this research are 10 students with 30 days practicing Duolingo apps using "regular" intensity of practice (20 exp/day). The instrument is test and questionnaire to answer the research question. The result of this research is expected to provide information for teachers and students in having extensive language learning practice in handy from. Learners were more motivated in

learning; more skillful because the interest of learning increases; easy to understand the material; giving the opportunity to all learners to get a fair turn in practicing the material; eliminate boredom in learning; encourage new ideas; and facilitate students in remembering also practice the material in daily life.

The third was from Ambara (2020) with entitled *The Effect of Using Duolingo Application in Learning Vocabulary at SMAN 2 Karangan*. This research had a purpose to determine the effect of using Duolingo in teaching English to improve students' ability to master vocabulary and to determine students' perceptions of the Duolingo application in teaching English at SMAN 2 Karangan. The researcher used experimental research for research design. This research also had two variables there are Duolingo application as independent variable and students' vocabulary skill as dependent variable. The subject of this researcher were students of XI IPA 1 and 2 at SMAN 2 Karangan. The result of this research was the Duolingo application in teaching English has many positive effects to students. It made the student understand the material and students also more motivated in learning.

The fourth previous study from Inayah, Yusuf and Fibula (2020) entitled *Exploring Undergraduate Students' Perception toward The Use of Duolingo in Learning English*. In this research, the researcher focuses to aim at investigating the students' attitudes and perceptions toward the use of Duolingo in learning English. the method that used is mixed method. Subject that selected by the researcher are 60 student's undergraduate students of Syiah Kuala University. To obtain the data, the researcher used questionnaire and interview. The result of this

study, the most students have a positive perception of the use Duolingo in learning English. It also useful and helpful application in motivational tool in learning English.

By the explanation about previous study before. The researcher conducted the research by using Duolingo as a media. The differences between this study and previous studies are the subject and the level of the application. The subject that the researcher wants to conduct is the sixth semester and the level is in the checkpoint three. So, the researcher conducted the research entitled “**The Use of Duolingo Application by Students at Pesantren Subulussalam Plosokandang in Learning English**”.

B. Formulation of Research Problem

In line with the context, this research problem is formulated as follows:

1. How do the university students use the Duolingo application on students learning English at Pesantren Subulussalam Plosokandang?
2. What is the contribution of using Duolingo on university students in learning English at Pesantren Subulussalam Plosokandang?

C. Objective of The Research

Based on the formulation of the research problem, the objective of this study as follows:

1. To find out how the university students use the Duolingo application on students learning at Pesantren Subulussalam Plosokandang.

2. To find out what is the contribution of using Duolingo application on university student in learning English at Pesantren Subulussalam Plosokandang.

D. Significance of The Research

1. Theoretically

The result of this research to expected to give contribution of The Use of Duolingo Application by University Students at Pesantren Subulussalam plosokandang in Learning English.

2. Practically

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

a. The Teacher

The teacher is able to know the use of Duolingo application in learning English.

b. The Students of University

The researcher hopes that this study can be used as one of reference in researching similar topics.

E. Scope and Limitation of The Research

In this research, the researcher focused on find out the contribution and how students do in Duolingo application in learning toward students of Pesantren Subulussalam. The students who are involved in this study are students who have been known about Duolingo application in their learning English before.

F. Definition of Key Term

To avoid misunderstanding interpretation to the substance of the tittle, the researcher considers the key terms as follows:

1. Gamification

Gamification is relatively a new term often referred to the use of game elements in non-game situations to create enjoyable, fun, and motivating learning experiences for learners (Baptista & Oliveira, 2018; Deterding, Dixon, et al., 2011; Deterding, Dixon, et al., 2011; Kapp, 2012; Priebatsch, 2010; Schonfeld, 2010; Werbach, 2014; Werbach & Hunter, 2015).

2. Duolingo Application

According to Krashen (2014) mentioned that duolingo is a web-based self-paced language teaching program that guides students' step-by step through a sequence task, largely based on translation.

3. Learning English

Brown (2000:6) states that learning is the process of acquiring or getting knowledge of a subject or a skill by studying experience or instruction. In learning English also have some of skills. They are speaking, writing, listening and reading.