

# CHAPTER I

## INTRODUCTION

### A. Background of the study

One of the four language competence required in English is the ability to listen. Listening is the first basic competence and capability that beginners should develop when learning a new language. If students are competent at listening, they will comprehend and possibly even succeed in useful abilities like speaking and writing.<sup>1</sup> Due to Listening being a receptive competence, English foreign learners learn new words by listening or reading.

In general, Lini Diora stated that Tthe factors were used to classify the students' listening comprehension difficulties: listener, listener situation, and listening material. Furthermore, she also siad that students dependency on others, discomfort at asking the teacher about the subject, emotional difficulties, the teacher teaching the material too quickly, a lack of encouragement and rewards, and being distracted are characteristics that factor into students' difficulty in listening comprehension.<sup>2</sup>

Based the research preliminary research before writing this paper, the researcher interview English teacher at the eighth grade of SMPN 2

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<sup>1</sup> Nurmala Hendrawaty, 'The Influence of Listening English Pop Songs to Improve Learners' Vocabulary at LKP Nuansa Jaya', 2019 <<https://doi.org/10.32678/loquen.v12i01>>.

<sup>2</sup> Lini Diora and Rusdi Noor Rosa, 'An Analysis of Students' Difficulties in Listening Comprehension: A Descriptive Study at English Language and Literature Department FBS UNP', *Journal of English Language Teaching*, 9.1 (2020), 85 <<https://doi.org/10.24036/jelt.v9i1.107957>>.

Gunungsari, Kab. Serang about their obstacles in listening skills. Based on the interview with English teacher that students' problem in teaching listening skills such some students listening skills was still low. In addition, students also have a negative perception on English subjects, students think that English is the most difficult lesson. Furthermore, students' have lack a vocabulary, the students have misspelling, which of course it has a different meaning. The learning that teachers do is by the curriculum and syllabus that have been set by the government, textbooks from schools are also available for each student, it's just that when in class the situation is different from that of students. While in learning listening activity, to make it simpler for students to comprehend, the teacher must play the audio at a slower speed.<sup>3</sup>

To overcome this problem, the researcher tries to help find effective media in learning English, especially listening. One media to enhance the teaching and learning of languages is to utilize mobile learning.<sup>4</sup> It means that using suitable media in classroom learning is able to motivate and help students to study well. Therefore the researchers tries to offer an English learning media application containing audio-visual in the form of a game that is suitable for beginners to use. The app is called Duolingo.

The Duolingo is a language learning platform consisting of websites and language learning apps for Android and iPhone. Such programs are frequently

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<sup>3</sup> Elin Lindiani, "The results of Interview with English teacher".

<sup>4</sup> Narendra Dyah Inggita. Francisca Maria Ivone, Ali Saukah. *How Is Mobile Assisted Language Learning (Mall) Implemented By Senior High School English Teachers*. Jurnal Pendidikan Humaniora, Vol 7 No 3. 2019.

available and accessible, allowing students to regularly practice their language.<sup>5</sup> Duolingo showed that encourages people to continue studying a second language and even explore learning a new one. Such programs are frequently available and accessible, allowing students to regularly practice their language.

Based on the phenomena describe above, the media is the important to overcome the problem of students' listening skill. This is the reason why the resaercher are interested in this research to raise these problems. This research is to measure the effectiveness of Duolingo in teaching listening. According to the explanation, the researcher is interested in conducting research with the title: *The Effectiveness Of Using Duolingo In Teaching Listening Skills (A Quasi-Experimental in The Eighth Grade of Smpn 2 Gunungsari, Kab. Serang)*.

## **B. The identification of the Problem**

According to the problems background explanation, there are several problems:

1. Students have low listening skills.
2. Some of the students lack of vocabulary.
3. Many students have a negative perception on listening.
4. The lack of media and understanding of the material.

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<sup>5</sup> Heba Bahjet Essa Ahmed. Duolingo as a billingual learning app: A case study. Arab World English Journal (AWEJ) Vol. 7. No 2. 2016.

### **C. Limitation of problem**

Based on the problem identification, this researcher focuses on developing students' Listening Skills of Using Duolingo in The Eighth Grade of SMPN 2 Gunungsari, Kab. Serang.

### **D. The formulation of the study**

Based on the research background, the following is the research question for this study:

1. How is The Students' Listening in The Eighth Grade of SMPN 2 Gunungsari, Kab. Serang?
2. How is The Effectiveness of Duolingo in Teaching Listening Skills in The Eighth Grade of SMPN 2 Gunungsari, Kab. Serang?

### **E. The objective of the study**

Following the formulation of the study, the objective of this research are:

1. To Investigate the data about all Students' Listening Skills of Using Duolingo in Teaching Listening Skills in The Eighth Grade of SMPN 2 Gunungsari.
2. To Observe how is the Effectiveness of using Duolingo in Teaching Listening Skills in The Eighth Grade of SMPN 2 Gunungsari.

## F. The Significance of the research

The significance of this research is conveyed to:

### 1. Theoretical Significance

This research is expected to be valuable information and contribution about Duolingo for the teaching media in a real situation later.

### 2. Practically Significance

#### a) For students

Using Duolingo is expected to give motivation and inspiration students in learning English, especially in listening skills.

#### b) For the teachers

To give an alternative way to easier teach listening or other subjects during the learning process.

#### c) Other researchers

The results of this research are expected to additional insight into researching related problems for innovative and fascinating media in English.

## G. Previous Study

The first previous study is taken by Lidya Maldini Putri and Aulia Islamiati,

The researcher talked about **Teaching Listening Using Duolingo Application**.

<sup>6</sup> The researchers utilized a pre-experimental design and a quantitative research

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<sup>6</sup> Lidya Maldini Putri and Aulia Islamiati. Teaching Listening Using Duolingo Application. Project Volume 1, No. 4. 2018.

method, and the findings The data from the pretest is (0.076) in 36 samples, whereas the data from the posttest is (0.200). Furthermore, because of the Sig score, the score of Sig. (2-tailed) 0.000. 0.005 (2-tailed) it can determine that using Duolingo Applications can improve students' listening and communication abilities. Create a teaching list to motivate pupils to learn English.

The second previous study is conducted by Deni Sukarya, Acep Bahrum Kamil, and Praditya Putri Utami. The Title is **Students' Experiences In Implementing Duolingo Assisted Listening Learning.**<sup>7</sup> In this study, the method and design were descriptive qualitative research conducted using observations, interviews, and questionnaires in three samples of junior high school students in Karawang. Thematic analysis was used to analyze the data in this study. The findings revealed that the participants at first had difficulty with listening, but after using Duolingo, they were positive, easier, excited, and inspired to develop listening skills. Students find it easier to learn listening by using Duolingo's gamification of learning and listening exercises. Duolingo is an efficient classroom tool since it provides students with new experiences in learning English. In conclusion, this study found that students have excellent experiences using Duolingo-assisted Listening Learning.

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<sup>7</sup> Deni Sukarya, Acep Bahrum Kamil, and Praditya Putri Utami, 'The Students' Experiences in Implementing Duolingo-Assisted Listening Learning', *JlIP - Jurnal Ilmiah Ilmu Pendidikan*, 5.10 (2022), 3941–46 <<https://doi.org/10.54371/jiip.v5i10.972>>.

The next previous study is taken by Siti Niah, and Pahmi. The researchers talked about **The Utilization Of Duolingo To Improve The Speaking And Listening Skills Of Junior High School Students In Pekanbaru**.<sup>8</sup> This study used a quasi-experimental design utilizing the ASSURE methodology (Analyze, State, Select, Utilize, Require, and Evaluate), with 58 eighth-grade students serving as the research sample. The study was conducted at SMP IT Al- Hafit Pekanbaru. The result of using Duolingo in class VIII.1 on speaking and listening skills of the "t" score with df 31 at the 0.05/5% level is 2,042, whereas the result of using Duolingo in class VIII.2 on speaking and listening skills of the "t" score with df 27 at the 0.05/5% level is 2,052. The findings of each ability show that students in class VIII.1 have a speaking ability of  $5.5 > 2,042$  and a listening ability of  $4.48 > 2,042$ . The students in class VIII.2 have a speaking ability of  $5.17 > 2,052$  and a listening ability of  $5.10 > 2,042$  (the "t" table is each greater than the "t" number). According to the findings of the study, Duolingo certainly helps to enhance students' English skills, particularly listening and speaking skills, as seen by pretest and posttest improvement.

There are some differences between those three previous studies and this research. The researchers, Lidya Maldini Putri and Aulia Islamiati, used a pre-experimental design and a quantitative research method on 36 samples. Acep Bahrum Kamil, Praditya Putri Utami, and Deni Sukarya. The researchers

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<sup>8</sup> Siti Niah and Pahmi, 'The Utilization of Duolingo to Improve the Speaking and Listening Skills of Junior High School Students in Pekanbaru', 373 (2019), 54–59 <<https://doi.org/10.2991/iccelst-ss-19.2019.12>>.

employed a descriptive qualitative method in three samples of junior high school students in Karawang, including observations, interviews, and questionnaires. The data was evaluated using theme analysis in the study. The last Siti Niah and Pahmi research was used to find out the effectiveness of using the Duolingo application to improve students' speaking and listening skills using a quantitative method with the ASSURE model, with 58 students in the 8th grade at SMP IT Al-Hafit Pekanbaru that serve as the research sample. As a result, the researcher employed the quasi-experimental method to find out The Effectiveness of Duolingo in Teaching Listening Skills with Simple present tense as a material in the Eight grade of SMPN 2 Gunungsari. In addition, this research uses 2 classes with the population and sample are 60 students. Even though there are some differences described above, this research and those researchers have same the variable which is Duolingo and Listening.

## **H. The Organization of Writing**

### **Chapter I Introduction**

This chapter contains the background of the study, the identification of the problem, the limitation of the problem, the formulation of the study, the objective of the study, the significance of the study, the previous study, and the organization of the writing.

### **Chapter II Theoretical Framework**

This chapter contains definition of Listening skills, listening difficulties, macro and micro skills of listening, types of listening, mobile assisted language

learning (MALL), definition of Duolingo, the steps of using Duolingo, the advantages and disadvantages of Duolingo.

### **Chapter III Research Methodology**

This chapter describes in detail the research methods, time and place of research, population and sample, data collection techniques, and data analysis techniques.

### **Chapter IV Finding and Discussion**

This chapter contains the results of the research and discussion which presents the conclusion of the description of the data.

### **Chapter V Conclusion and suggestion**

This chapter contains summaries of the formulation of the study, suggestions, and solutions.