

CHAPTER I

INTRODUCTION

A. Background of Study

English as an international language is a proof that English is widely used in all aspects throughout the world.¹ English has become an important asset for anyone looking for work in business, industry, or technology. Having English language skills is now a high value to have, so it is no wonder that now everyone is competing to master English. Having English language skills will certainly make it easier for someone to do something and also achieve something. As the main goal of teaching English in education is so that students can communicate in English. In the world of education, English is always a focus that cannot be left behind.

Education is developed through the improvement of technology used in education. One of the results of technology that has been used in education is the media. Learning media is also known as educational media. The two terms are used interchangeably and contain relatively the same meaning. Learning media is a tool or intermediary that is useful for facilitating the teaching and learning process, in order to streamline

¹ Celce Murcia, M. 2011. *Language Teaching Approaches: an Overview!* Teaching English as a Second or Foreign Language. Boston.

communication between teachers and students.² Media is used to assist students or teachers in teaching and learning methods together with computers, smartphones, and the internet, all of which are deliberately designed to benefit teaching activities to carry information.

As the use of technological media in learning, researchers are interested in examining the description of self-directed learning in students. Self directed learning activities carried out by individuals with their freedom without depending on the help of others as an increase in terms of developing knowledge, skills or achievements, which include; determine and manage teaching materials, time, place, and utilize various learning resources needed. With this freedom, individuals have the ability to regulate learning methods, have a high sense of responsibility, and are skilled in utilizing learning resources. Self directed learning is also useful so that individuals can overcome a problem that is built with the provision of knowledge or competencies that they already have.³ Self directed learning is very important and needs to be developed in students as learners. If adjusted based on self-definition, when students can study independently, students will try their best to complete exercises or assignments given by the teacher without relying on others, students will

² Muslih. *Pemanfaatan Media Pembelajaran Berbasis ICT pada Lembaga Pendidikan Non-Formal TPQ*. Universitas Islam Negeri Walisongo Semarang. (2016).

³ Gibbons,P. *Scaffolding language, Scaffolding Learning*. Portsmouth, Heinemann. (2002).

try to do it on their own according to their abilities. The importance of self-directed learning applied by students brings positive changes to intellectuality. Self directed learning has characteristics that occur in every student that can be observed from changes in attitudes that arise through behavior patterns.

In addition, the characteristics of students who have self-directed learning include having Based on the various opinions above, self-directed learning is shown by the ability to be able to solve problems faced with behavior. With the behavior change, the child has an improvement in thinking, self-directed learning without relying on the help of others, and being able to be responsible for being able to do homework without having to involve others, such as having to be encouraged by parents, done by parents, or seeing the work of their friends. They will not be easily influenced by others about the learning process. They will do their best to solve their problems without the help of others. Suggests there are eight characteristics of self-directed learning, namely: 1) being able to think critically, creatively, and innovatively, 2) not easily influenced by the opinions of others, 3) do not run or avoid problems, 4) solve problems with deep thinking, 5) if you encounter a problem solved by yourself without asking for the help of others, 6) not feel inferior if it has to be different from others, 7) strive to work with

diligence and discipline, and 8) is responsible for his or her actions.⁴

The use of technological media in learning is certainly not fully taught in schools regularly and gradually, so the use of self-directed learning skills are needed for students. With the good use of self-directed learning in the use of technology in this learning it will have a very positive impact on students such as students will be able to become more superior and organized individuals, students will be more able to control themselves, students have high learning motivation. One example of technological media that can be used in learning is the Duolingo application. The Duolingo app is a free foreign language learning platform. In the duolingo application there are many language exercises that can improve user skills such as speaking practice, translation practice, listening practice, and also vocabulary matching practice.

Based on first previous study entitled "Pengaruh Penggunaan Google Classroom Terhadap Self-Directed Learning (SDL) Siswa Dalam Pembelajaran Bahasa Inggris" by Rizal Akib and Kris Uluelang (2021). This study revealed that there were statistically significant differences in student SDL between the pre-test and post-test. The features in the Google Classroom application allow SDL aspects to develop, such as notification features, variations of learning materials (videos, text and images). The

⁴ Sundayana, R. *Kaitan Antara Gaya Belajar, kemandirian Belajar, dan Kemampuan Pemecahan Masalah Siswa SMP Dalam Pelajaran Matematika*. Mosharafa: Jurnal Pendidikan Matematika. p. (2016) hlm 75-84.

second previous study is entitled "An analysis of students' self-directed learning in speaking class during the covid-19 pandemic at SMAN 06 Bengkulu Tengah" by Maisyarah (2022). This study was designed as a descriptive quantitative study using questionnaires and interviews. The results show that more than 64% or half of the students have high learning independence in speaking class And the researchers concluded that the students of SMAN 06 Bengkulu Tengah had a "high" level of Self directed learning during the pandemic COVID-19.

From previous study above, the similiarity of this study is analyzed the same object that is about Self Directed Learning and Duolingo Application. The differences are the first previous study is focuses on the use Google Classroom on student's self directed learning at Muhammadiyah Sorong University and the data collected by applying pre-test and post-test instruments to 50 students. And in this second previous study is focused to analyze student's self directed learning in speaking during Covid-19 Pandemic which was use to determine the level of student self directed learning in speaking class and this research was designed as a descriptive quantitative study using questionnaires and interviews.

Based on the statements of several previous studies above, researchers are very confident that the use of high-level independent

learning is able to improve user skills in education and students' personalities. Researchers use the duolingo application as a tool to measure the level of students' independent learning abilities as users of the duolingo application, to determine the factors that influence the use of independent learning by students. Therefore, researchers are interested in conducting research entitled "An Analysis of Students' Self Directed Learning Using Duolingo (A Case Study at Second Grade Students of SMAN 3 Cilegon).

B. Identification of Problem

This following are some issues regarding to the background of this study:

1. Many students have not been able to apply self-directed learning properly
2. The use of technological media is less taught in schools
3. Monotonous classroom learning
4. Less interesting learning media in class

C. Limitation of Problem

There many levels of students' self-directed learning and many factors that can influence the level of students' self-directed learning, in this study the authors focus on analyzing the level of students' self-directed learning who use the Duolingo application and knowing the factors that

influence the level of students' self-directed learning which is applied to 25 students the second grade of high school that uses the Duolingo application. Students of SMAN 3 Cilegon.

D. Formulation of Problem

Based on the background of study above, the researcher formulates the following goals of the research:

1. What is the level of students' self directed learning as a users of the Duolingo application for English learning tool?
2. What are the dominant factors influencing students' self-directed learning?

E. Objective of Problem

In connection with the formulation above, the researcher hopes that the purpose of the implementation of this research so that it can be useful for readers and others. The purpose of this research are:

1. To analyze the level of students' self directed learning as a user of Duolingo application while it is not used in class so that it relies on student's self directed learning as Duolingo users in class IX at SMAN 3 Cilegon
2. To analyze factors that influence students' Self directed learning

F. Significance of Study

1. For Existing Literature in field

This study provides new insights about the online language learning platform, namely the Duolingo application, especially towards improving various aspects of English with an attractive application design and helping application users in learning other foreign languages.

2. For the students

Through this study, students will realize the importance of managing good self-directed learning in order to take advantage of learning opportunities that are not only found in classes where many students can get them, such as through application media, books, and others. Through the application of good self-directed learning, students will more easily absorb learning that may not be obtained at school, students can begin to set good mindsets, students can learn to set the right time for self-directed learning in certain subjects and certain skills.

3. For the Future Studies

For future researchers, I hope this research can add to the knowledge about educational research and this research can contribute a new paradigm that will be useful for further discussions about the Duolingo application platform and self-directed learning for students. Additionally, it might lead to other, more in-depth studies.

G. Previous Study

The first study entitled "Pengaruh Penggunaan Google Classroom Terhadap Self-Directed Learning (SDL) Siswa Dalam Pembelajaran Bahasa Inggris" by Rizal Akib and Kris Uluelang (2021). The purpose of this research is to test the use of Google classroom in improving students' Self-Directed Learning (SDL) in learning English. The findings of this study were obtained by analyzing the data collected by applying pre-test and post-test instruments to 50 students. This study revealed that there were statistically significant differences in student SDL between the pre-test and post-test. The features in the Google Classroom application allow SDL aspects to develop, such as notification features, variations of learning materials (videos, text and images). The notification feature makes it easy for students to independently check the availability of learning materials, quizzes and assignments. So that in this study the researchers concluded that using Google Classroom can help students to develop their SDL skills in learning English.⁵

The second study is entitled "An analysis of students' self-directed learning in speaking class during the covid-19 pandemic at SMAN 06 Bengkulu Tengah" by Maisyarah (2022). The purpose of this study was to determine the level of student learning independence in speaking class.

⁵ Rizal Akib dan Kris Uluelang, "Pengaruh Penggunaan Google Classroom terhadap Self-Directed Learning (SDL) siswa dalam pembelajaran Bahasa Inggris", Jurnal Ilmu Kependidikan Vol. 8 No. 2 Desember 2021

This study was designed as a descriptive quantitative study using questionnaires and interviews. This research was conducted on 69 students at SMAN 06 Bengkulu Tengah. The results show that more than 64% or half of the students have high learning independence in speaking class. Based on the results and discussion, the implementation of online learning that has been implemented in educational practice due to the Covid-19 pandemic has been carried out quite well, because in terms of students already have a fairly high level of independence. And the researchers concluded that the students of SMAN 06 Bengkulu Tengah had a "high" level of Self directed learning during the pandemic COVID-19.⁶

The third study is entitled "The students' perception of using Duolingo as a language tool for learning English" by Retno Lestari (2022). Purpose of this research This study aims to determine the perceptions of students majoring in English towards the use of the Duolingo application as a language learning tool for learning English. The research design of this research is qualitative research. The participants in this study were 28 English students at the Islamic University of Malang who had used the Duolingo application for more than 40 days. Data collection was carried out by giving questionnaires and interviewing students. From the results of this study, most students agree about the statements regarding the use of

⁶ Maisyarah, thesis: "*an analysis of students' self-directed learning in speaking class during the covid-19 pandemic at SMAN 06 Bengkulu Tengah*" (Bengkulu: Islamic University of Bengkulu, 2022)

the Duolingo application in their English learning. The results of questionnaires and interviews obtained by the researchers explained that students agreed that the Duolingo application had many positive effects on students in learning language such as students becoming more motivated in learning and make students practice and apply language skills more them in everyday life.⁷

From previous study above, the similiarity of this study is analyzed the same object that is about Self Directed Learning and Duolingo Application. The differences are the first previous study is focuses on the use Google Classroom on student's self directed learning at Muhammadiyah Sorong University and the data collected by applying pre-test and post-test instruments to 50 students, the second previous study is focused to analyze student's self directed learning in speaking during Covid-19 Pandemic which was use to determine the level of student self directed learning in speaking class and this research was designed as a descriptive quantitative study using questionnaires and interviews, the third previous study was conducted aiming to determine the perceptions of students majoring in English towards the use of the Duolingo application as a language learning tool for learning English at the Islamic University of Malang and the Data collection was carried out by giving questionnaires

⁷ Retno Lestari, thesis: "*the students' perception of using Duolingo as a language tool for learning english*" (Malang: Islamic University of Malang, 2022)

and interviewing students.

H. The Organization of Writing

This paper is arranged into five chapters, every chapters has some points to explain the chapter.

Chapter I introduction, it contains the background of the study, formulation of the problem, objective of the study, the significance of study, the limitation of study, previous study, and the organization of writing.

Chapter II is Theoretical foundation, This chapter consists of the theories from some experts who have conducted the research related to this research.

Chapter III is Research Methodology. It contains method of the research, the site and time of study, Participants and sample, the techniques of Data Collecting, and the technique of data analysis.

Chapter IV Findings and Discussion, this chapter explains the description of data and the analysis of data.

Chapter V closing, this chapter consist of conclusion and suggestions.