

ABSTRACT

Maryanti Aulia, Lia (2025): The Influence of Duolingo Gamification Application to Facilitate Students' Listening Comprehension: A Pre-Experimental Study.

This research explores the effectiveness of gamification, specifically the Duolingo application, in improving students' listening comprehension skills at MAN 4 Tasikmalaya. The research is driven by the increasing digital engagement among students, particularly their attraction to mobile applications and online games, and investigates how such platforms can be harnessed for educational purposes. In Pre-Experimental method as a quantitative research design, the research involved 30 tenth-grade students who were assessed using pre-tests and post-tests to evaluate the impact of gamification on their listening comprehension. The research instruments included a pre-test and a post-test, each containing 20 multiple-choice questions. The lowest score of pre-test was 30 and the highest was 65 with a mean score 52.67 and the lowest score of post-test was 50 and the highest is still 65 with a mean score 62.00. The mean increased from 52.67 to 62.00. The research findings indicate a significant improvement in students' listening comprehension after being exposed to gamified learning through Duolingo, suggesting a positive relation between the use of gamification and listening skills enhancement with a correlation paired t-test value of 0.746 which indicates strong correlation between pre-test and post-test and for the paired t-test significance value $0.000 > 0.05$. The research concludes that Duolingo, as a gamified language learning tool, is effective in fostering engagement and enhancing students' overall listening comprehension in English. The results of the research recommend that the Duolingo application can be used by teachers as a learning media to train listening comprehension.

Keywords: Listening Comprehension, Duolingo, Language Learning, Digital learning media, Pre- experimental study