CHAPTER I

INTRODUCTION

This chapter is an introduction of research paper. It covers background of the research, research questions, research purpose, research significances, research scope, conceptual framework, and previous research.

A. Background

The first language a person learns in their life and the one they use the most for the remainder of their lives is listening. The capacity to recognize and comprehend what others are saying is known as listening. Understanding listening is crucial when learning English, as it can be a challenging task. As cited by Syafii (2020), listening is one of the most important skills in learning a language to get a better understanding of the language. Listening skills are one of the skills that help students accurately understand information when communicating with others. These skills are an important part of effective communication in the workplace. Good listening habits will help to understand information, interpret messages correctly, and make conversations and communication more efficient. Difficulties in teaching listening to students can occur due to the teaching system, administration, or even curriculum (Can & Işık Can, 2014).

Along with time, the use of the internet is increasingly sophisticated, and all of life depends on technology. One of the impacts of technology is the internet; the extensive use of the internet must have a huge impact on a person's life, especially for a student. Games are one form of implementation of technology and the internet, which is currently very popular with various ages. The use of games is not only for entertainment; there are many negative impacts generated by playing games. Online game addiction causes adolescents to skip class and spend time in front of computers rather than books, resulting in decreased teenage learning achievement and disrupted school activities (Ariantoro, 2016)

Dependence on online games harms students' learning motivation. In games, there is a listening section that students can learn from. However, sometimes there are misunderstandings about the words that students got from the game. Not only that, sometimes wrong pronunciation becomes a problem because students just hear what they are saying without thinking about how to pronounce it correctly. It can

happen because of the unfamiliar words that students are listening to. The listening process and the way speakers employ words with listeners are greatly influenced by unfamiliar terminology (Underwood, 1989, referenced in Alzamil & Jwahir, 2021).

Children who are already addicted to online games will reduce their motivation to learn, causing a decrease in their learning achievement. Based on that statement, they will lose their motivation to learn, one of which is that students become too lazy to learn and focus too much on playing games. But the use of games can also help students to encourage enthusiasm and creativity in learning, especially language learning. By using games, students will channel their hobbies and creativity in the same way as playing games. As an alternative, learning services must be provided whenever and wherever possible, claims Darmawan (2013, p. 15). This is demonstrated by the growing number of programs with an educational emphasis, including instructional games. Duolingo is one of the most well-known. The use of gamification, using applications that can help students improve their listening comprehension by listening to the audio released from the application, can help students feel happy when learning, and it can make students become self-learning because it can be done flexibly. The use of gamification for listening comprehension can also help students pronounce English sentences properly and add new vocabulary that they get from the application. Furthermore, the vocabulary provided on Duolingo can increase students' vocabulary.

Along with the development of digital technology, language teaching can change the way teachers teach, as well as the media used, especially in teaching the English language. English has taken center stage as the most crucial language for global communication in the era of rapidly evolving globalization (Indriani, 2022, as cited in Haryadi, R. N., & Aminuddin, M., 2023). This language serves as both a portal that provides access to a larger world and a tool for communication. Understanding and being proficient in English are no longer simply extra skills (Dewi & Widyaningrum, 2018, as cited in Haryadi, R. N., & Aminuddin, M., 2023)

Using gamification can help language learning students become more creative and motivated to learn languages. Several techniques exist to upgrade the ability to listen effectively through something fun, such as using games, facilitating students

to improve their listening skills by using students' interests, and using games will improve their listening comprehension.

According to Donmuş and Gürol's (2015), using educational game applications in learning languages will increase students' motivation to be enthusiastic about learning languages. Based on that statement, the use of gamification in learning can make students feel happy and not bored when learning languages. Also, gamification would be very beneficial for teachers to use in the classrooms. In addition, gamification would be very helpful to improve students' listening comprehension, since the games are very familiar to students and also increase students' creativity in learning the language.

This research aimed to facilitate students using gamification to improve listening comprehension at MAN 4 Tasikmalaya in Tasikmalaya. It is often found that students are addicted to playing games and forget their obligations to study, and sometimes forget to do their school assignments. This happens because nowadays mobile phones are something important in life, even in learning activities; therefore, by utilizing technology and paying attention to the needs of the students. Based on the objective above, the expected output from using the Duolingo application to facilitate students to improve listening comprehension is the addition of vocabulary in the English language that can be obtained from the application, and being able to pronounce words in English properly, or students can improve their listening comprehension.

The study by Rosyidah, Laksmi, and Anugerahwati (2023) stated that the students of junior high school aimed to apply gamification in the Duolingo app to improve their listening skills. The objective of this study is to improve English listening comprehension of students VII A and VII B at SMPN 1 Jatiroto by using the Duolingo app. Regarding Duolingo as media, it has been determined that it could significantly improve students' listening comprehension at SMPN 1 Jatiroto. This is evidenced by the notable improvement in students' listening comprehension between pre-test and post-test. This can be seen from the score means of experimental class students increase from 57.42 to 68.39, indicating a 10.42-point increase. However, the score means of control class students only gain a 4.52- 4.52-

point increase with scores of 51.29 to 55.81. Based on the previous research, the researcher would like to use gamification, especially the Duolingo app, to facilitate students' improvement in listening skills, as well as to facilitate students ' improvement in listening comprehension through gamification as a learning medium for listening teaching at MAN 4 Tasikmalaya in the academic year 2025/2026.

B. Research Questions

This research focuses on the use of variable X (Duolingo Gamification) on variable Y (listening comprehension). This research paper has 2 questions. The research was formulated based on the background of this research. The research questions in this research are:

1. How is students' listening comprehension before using duolingo gamification application?

2. How is students' listening comprehension after using duolingo gamification application?

C. Research Purposes

Based on the research questions above, the research purposes in this research are:

1. To find out students' listening comprehension before using duolingo gamification application.

2. To find out students' listening comprehension after using duolingo gamification application.

By that purposes, this research will examine the results of using duolingo gamification apps in learning English, especially for listening comprehension. The result will be in the form of calculation results using SPSS.

D. Research Significance

This study is divided into theoretical and practical significance. The theoretical significance of this research is how gamification can improve students' listening comprehension. This is very useful for engaging students' listening comprehension

with fun and enjoyable activities. The practical significance of this research is that teachers can use this research as a guide to teach students listening skills and improve their listening comprehension using games. Listening to games can also help educators train students to listen through games. This study can be beneficial to students as well as educators; it can assist students in teaching their listening audiences the things they enjoy, and it can improve their listening using games. Also, this study can be a guide for other researchers about Duolingo to improve listening comprehension.
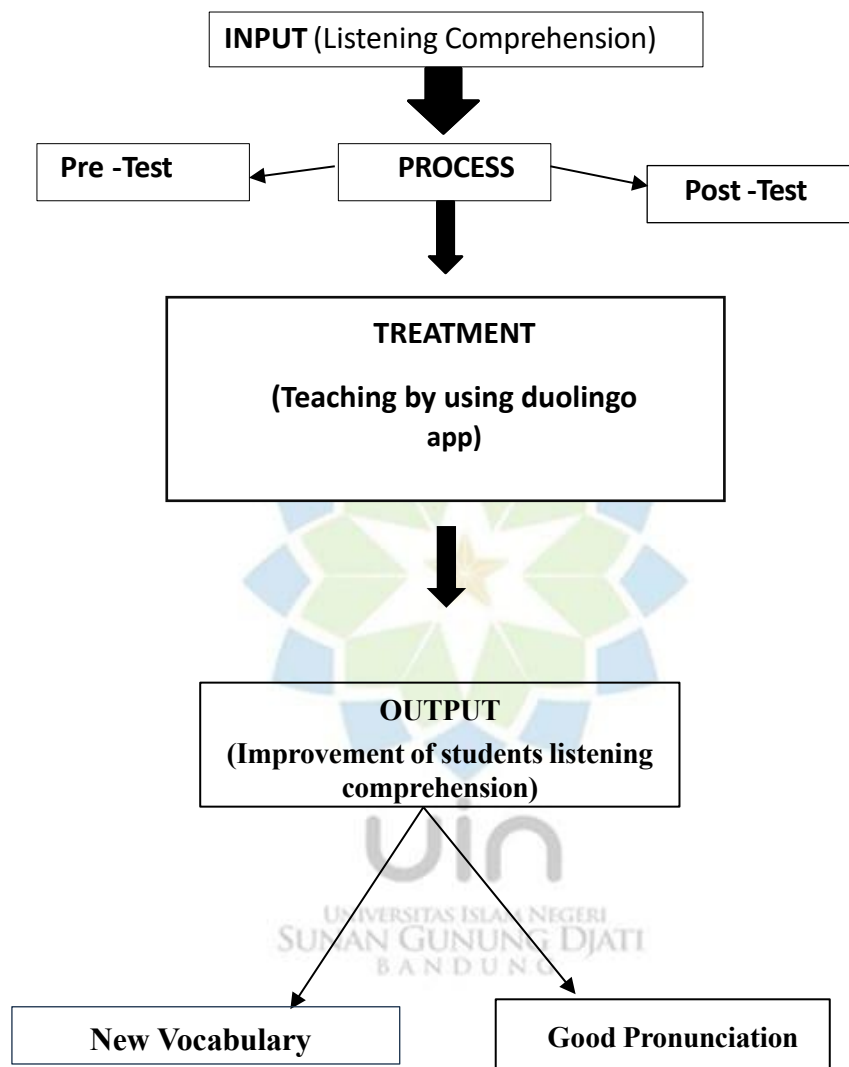
E. Conceptual framework

The focus of this research was the use of gamification for facilitating students to improve listening comprehension for students of MAN 4 Tasikmalaya. The researcher expected that using gamification could improve students' listening comprehension. This research aimed to improve students' listening comprehension through gamification, especially in the knowledge of new vocabulary and good pronunciation.

Gamification is the implementation of game design elements in a context that is not specifically a game. Gamification also involves the integration of a game setting into a real-world situation. Game-based learning is different from gamification in that it offers its own learning space, while gamification provides the learning process and engages students' learning motivation.

In the context of language learning, gamification involves the use of true elements of games, such as missions, points, and levels, while gamification may simply involve awarding points or rewards without including a very specific game elements. (Krishna 2021). Therefore, assessing the facilitation of students through gamification in language learning should not only be about the impact, but also the difference between game and gamification to ensure the effectiveness of the application in the context of language learning.

As cited by Nuraini (2019), people will understand and be able to speak and write something if they are good at listening at first. Being able to receive will influence being able to produce. The most important aspect of communication is listening, since it is essential to giving a thorough and insightful response. Listening

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is very important when learning a language for communication reasons since it enables the learner to understand messages based merely on accent, pitch, and voice tone, and this is only possible when we listen.

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                INPUT (Listening Comprehension)
                              ↓

  Pre -Test  ←      PROCESS      →    Post -Test
                              ↓

                         TREATMENT

                   (Teaching by using duolingo
                              app)

                              ↓

                          OUTPUT
                (Improvement of students listening
                        comprehension)

                          ↙        ↘

        New Vocabulary              Good Pronunciation
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Figure 1. 1 The conceptual framework of this research

The concept of this research will use a pre-test and a post-test. The pre-test will be implemented as a baseline of how students' listening comprehension is before using gamification for learning. The results of this pre-test will be assessed on how much English vocabulary the students know and how well and fluently the students use the words. After that, the learning process using gamification is carried out as a comparison process for student learning outcomes. The last is the conduct of the post-test to observe the variations that occur to students after using gamification

apps and the addition of students' knowledge of vocabulary and pronunciation in English, which is marked by the successful increase in levels contained in the application.

F. Research Scope

Gamification is a tool that can motivate and engage students in the learning process. Games with components that help students learn more quickly and easily, the components of gamification include both mechanical ones, such as gradual advancement and immediate feedback, and personal ones, like visibility and status, group accountability, and leaderboards. By listening to the gamification app, students can learn how to pronounce words in the right way and get new vocabulary from the app.

The use of gamification in this study only focuses on listening skills because the researcher will only examine the impact between students to improve listening comprehension through gamification. The research scope of this research is the use of gamification to facilitate students to improve listening comprehension at students of MAN 4 Tasikmalaya, especially knowledge about new vocabulary and good pronunciation after using gamification.

G. Hypothesis

The hypothesis in this research is an alternative hypothesis (Ha) and the null hypothesis (Ho). The formulated hypothesis is described as follows:

Ha: There is a significant correlation between the students' listening comprehension using the Duolingo Gamification application.

Ho: There is no significant correlation between the students' listening comprehension using the Duolingo Gamification application.

H. Previous Research

According to earlier research, a number of studies address and connect the use of the Duolingo application as a learning media to improve students' listening comprehension.

The first research was conducted by Hariadi, Kuswandi, and Wedi (2020) with the title "Development of Gamification-Based Supplementary Listening Materials to Improve Students' High Order Thinking." Based on the above, the researcher aims to develop supplementary listening materials using gamification in the Listening Class. This research aims to produce a gamification of listening comprehension based on the technology E-module. The subject of this research was students of the English language Program at Universitas Negeri Malang. The approach in this research development adopts the ADDIE. With the idea put on this research subject can experience an increase in listening skills.

The second research was conducted by Abigail, Richard, Lliana, and Michelle (2020), with the title "Gamification strategies on the development of English listening comprehension skills" Based on the previous above, The objective of the project is to investigate the enhancement of English listening comprehension skills through gamification among Superior Basic Education students at a public institution in Loja city during the 2022-2023 academic year. This research used a mixed action research design in order to gather quantitative (scores) and qualitative (students' perceptions) data through the use of a pre-test and post-test, as well as a questionnaire and observation checklist.

The third research was conducted by Sukarya, Kamil, and Utami (2022), with the title "Students' Experiences in Implementing Duolingo-Assisted Listening Learning." Based on the above, the research seeks to explain the experiences of students using Duolingo to support their listening instruction. Three junior high school students from Karawang participated in this study. Descriptive qualitative research using questionnaires, interviews, and observation is the approach and design used in this study. The results demonstrated that after receiving assistance from Duolingo, students who had previously struggled with listening were content, relaxed, enthusiastic, and driven to use Duolingo to improve their listening skills.

The fourth research was conducted by Karahan and Yildirim (2023) with the title "Effect of Web 2.0 Gamification Tools on Listening Comprehension Skills in a Second Foreign Language German Course" Based on the previous above, this research aims to investigate how gamification using Web 2.0 tools affects secondary school students' listening comprehension skills on a German second language course. Thirteen male and nineteen female ninth-grade high school students, ages fourteen or fifteen, who were enrolled in a state-project school, participated in the study. In order to gather extensive information regarding the research process, focus groups, reflective journals kept by students and teachers, and an academic achievement test were employed to evaluate the listening comprehension skills of the participating students. According to the study's findings, students' attention was drawn in, and the actions done to enhance their language learning abilities were reinforced by the usage of Web 2.0 technologies made possible by the gamification technique. Despite the differences in the students' learning approaches, they all used gamification.

The novelty or difference between this study and the previous one is that there is a difference in the year of research on the topic of the relevant variable, because the researcher only uses the listening feature contained in the Duolingo for school application, which is, of course, specifically for learning at school. Of course, there is a background problem from different environmental conditions, and who knows what can affect differences in forming one's self-identity, so informants are more likely to be different.