CHAPTER I
INTRODUCTION

This section aims to introduce the first section of this final chapter. The introduction contains the background of the research, the questions of the research, the purpose of the research, the conceptual framework of this research, the significance of the research, and the previous study of the research.

A. Background

Many pupils reportedly struggle to improve their speaking abilities in EFL speaking sessions. Grammatical errors, a limited vocabulary, and a lack of desire due to boredom are the issues (Affini et al., 2013). Numerous factors, including their low self-esteem, their restricted vocabulary, and the strong influence of their mother tongue, contribute to the issues (L1). According to (Daulay, 2019), some of the difficulties pupils have speaking are self-generated. They lose interest in studying because they always believe speaking is tough and make it less fun to learn it. Additionally, they struggle with accents and pronunciation because their mother tongue has an impact on how they pronounce English words. Finally, because of theirs restricted vocabulary, they find it difficult to express themselves freely in English.

The teacher should come up with engaging exercises that can address these issues and help the pupils learn. It seeks to boost pupils' comfort level while studying, their attention span, and confidence. According to (Puspitasari, 2011) a teacher's role is to convey the idea that studying English is really exciting and joyful as long as we want to practice and boost the students' self-confidence. This is especially important when students are fearful of making mistakes when speaking English.

According to the researcher's interview to the grade 9 English teacher and limited-observation in one Junior High School in West Bandung, the pupils struggled with speaking English due to both internal and external issues. The

students' lack of access to suitable learning resources is one the extrinsic variables. All of their knowledge came from the teacher's lecture. Teacher uses provided handbook without any teaching media. It makes the speaking class in the condition of less interactive. As well as additionally, they lacked support from top-notch educational amenities like a language lab and limited English book in the library. These resources are crucial in assisting students' learning. According to (Harmer, 1991) a teaching media is set up to help pupils to achieve their goal in English faster. The media, the infrastructure and facilities at the school are crucial for assisting and facilitating the learning process for the pupils, claims (Dimyati, 2013). The students' negative attitudes about English classes especially in speaking are an internal factor. Because learning English is challenging for them cognitively, studying loses their interest. They therefore deserve to be a research subjects require a solution to at least lessen some of their challenges in speaking English.

In respond to that, the researcher believes that using Duolingo as the speaking media may provide more complete picture of a fun and interactive speaking class that help pupils' speaking skill. The researcher looks into how the teacher's implementation using Duolingo as a teaching speaking media and how the pupils are reacting to it.

The previous research from Niah & Pahmi (2019) is about Duolingo as a teaching speaking and listening media in one of junior high schools in Pekanbaru. This study is using quantitative research in which the research participants are given pre and post treatment to gain the information. It is stated that the result of the findings, Duolingo has significant effect as a teaching speaking and listening media. Which, in the research it is stated that Duolingo helped the students on improving their speaking and listening skill.

While, the other research from Hafifah (2021) is focusing on the utilization of Duolingo in speaking class in one of bilingual Islamic senior high school in Batu. The research is conducted with a quasi-experimental study, which the samples are 20 students as experimental group of one class

using Duolingo and one of the classes become the control group using conventional technique. The data gained showed that using Duolingo is significantly improve students' speaking proficiency.

The two previous research were showing the same findings about how Duolingo is improving students' speaking and listening skill. Both of the research quantitatively conducted in different area and different school. The two findings from the research showed that application of Duolingo has effectively done in the classroom with the proof on students' speaking and listening scores. However, it is not stated the response of the students on the sight of using Duolingo and teacher's implementation in the speaking class.

Therefore, the purpose of this research is to examine how the role of Duolingo as a teaching speaking media: how the teacher processes the lesson, how their speaking performances and how are students' responses after the process of Duolingo as a speaking teaching tool in a junior high school in West Bandung. If the responses reflect it, the pupils find success. The program turns into a medium that can be suitable for students' oral communication abilities. It might be effective and aid pupils in honing their speaking abilities and concepts.

B. Research Question

Based on the explanation above, the researcher formulated the research problem into these questions:

1. How does the teacher use Duolingo application as a teaching speaking medium?

2. How are the students' performances on the use of Duolingo as a teaching speaking medium?

3. How are students' responses on the use of Duolingo as a teaching speaking medium?

C. Research Purpose

This research is aimed at:

1. Investigating how the teacher implements Duolingo application as a teaching speaking medium.

2. Figuring out students' performances on the use of Duolingo as a teaching speaking medium.

3. Investigating the students' responses on the use of Duolingo in teaching speaking.

D. Research Significance

The research has a number of implications. Practically, Duolingo might be useful for the teacher as a teaching media to aid the pupils in honing their speaking abilities.

Based on various research that have been conducted on the pupils speaking abilities, it is theoretically material information that is important in teaching and learning

E. Rationale

Speaking is a technique for creating and actively receiving information and meaning (Bailey & Nunan, 2005). (Maharani, 2016) adds that speaking is the capacity to generate and communicate words based on the speaker's experiences and surroundings. Therefore, speaking is an action used to communicate information or meaning from the speaker to the listener.

According to (Harmer, 2007), the teacher assigns the pupils a number of activities to keep them interested in the speaking class. Through the exercises, individuals were able to talk about their everyday routines or habits outside of the classroom. It enables the teacher to summarize the lesson with her feedback while also supporting the pupils to speak English more. Therefore, the pupils can comprehend which elements of their speaking are effective and which ones need to be addressed. Additionally, the exercises could improve the pupils' attention span, confidence and fluency in English.

Speaking is still that must be learned in Junior High School. Unexpectedly, there is a dearth of systematic study on how to improve primary school students' public speaking abilities (Herbein et al., 2018). When speaking in front of large audience, especially when speaking English, many students feel awkward because they are ashamed due to lack of vocabulary, and improper pronouns or words that might be taken as a joke by others. As a result, it prohibits them from having any assistance.

In addition, when pupils are bored, it is difficult for them to attention to the instruction and they find other things to do. Therefore, teacher can be use variety of media to enhance the creativity and fun of the teaching and learning process. Teacher must, in fact, supervise students' pedagogical practice while utilizing activity and modern technologies in the classroom (Paula de Castro et al., n.d., 2016). The goal of this study is to use Duolingo application as a speaking media. The program contains dynamic displays, it has the potential to keep students' attention more effectively when they are in the speaking class. Because of the positive effects that this program carries, acquiring speaking skill may now be done in a way that is both enjoyable and simple.

F. Previous Study

It has been mentioned in some additional publications that the utilization of Duolingo as a teaching medium enable pupils to improve their English skill. For instance, a thesis titled "The Use of Duolingo to Improve Students' Vocabulary" (Muddin, 2018) is pointed out that Duolingo has significant effect on increasing students' vocabulary skill. Whereas, the gap between this journal with the research is on the skill that Duolingo helps to improve and the data had done quantitatively. In which in this research the data is using qualitative study to gather the data and Duolingo as the teaching speaking medium.

The other journal titled "Teaching Listening Using Duolingo Application"

(Putri & Islamiati, 2018) is gained data quantitatively that students succeed to improve their listening skill and boost their confidence with the application of Duolingo. The data is applied in SMK 2 Karawang in academic year 2017/2018. The research using pre-test post-test, as the experimental is used there. The gap between this journal with the research is on how the study design the journal and its applicable in listening skill.

"The Utilization of Duolingo to Improve the Speaking and Listening Skills of Junior High School Students in Pekanbaru" (Niah & Pahmi, 2019a), the purpose of this study is to evaluate the effectiveness of the Duolingo program in improving students' speaking and listening skills. At SMP IT Al-Hafit Pekanbaru, the study was carried out with 58 eight-graders serving as the research sample. This study makes use of the ASSURE (Analyze, State, Select, Utilize, Require and Evaluate) quantitative research methodology. It has similar implication with this research and approved that Duolingo is one of media that could improve students' skills in speaking.

"MALL and EFL Learners' Speaking: Impacts of Duolingo and Whatsapp Application on Speaking Accuracy and Fluency" (al Ayub Ahmed et al., 2022), this study examined WhatsApp and Duolingo's impacts on Iranian EFL learners' speaking fluency and accuracy. The findings showed that neither the program significantly differed from the other in its ability to help EFL learners speak more fluently and accurately. This showed similar purpose with the research in which using the same media, Duolingo in a speaking skill but it is also used WhatsApp application while the present study is not. However, those previous studies are not including the insight of the students' responses when the media is applied. Therefore, in this research it would dive deep into how students respond toward the use of Duolingo in teaching speaking in one of West Bandung's Junior High School.