

## **Chapter One**

### **Introduction**

The researcher explains several aspects of the research in this chapter. The researcher discusses the research's background in the beginning. Afterward, the researcher discusses the identification of the problem from the research and the research's delimitations. Then, the researcher clarifies the study's objectives to respond to the research questions. Afterward, the researcher discusses several advantages of the study for students, teachers, and other researchers in the following section. Finally, the researcher provides an organization of the chapters.

### **Background of the Study**

In this era, technology has been widely and routinely used by people, not only at home but also in public places. Previously, if people wanted to have a meeting, people would need to participate in it on the spot, but nowadays everyone can have a meeting online using an application. Similar things are found in language learning. In the past, people who wanted to learn and acquire a foreign language needed to find a language course with a tutor. However, nowadays everyone can learn a foreign language and acquire it by learning from an application. It can be concluded that technology is crucial to modern civilization, particularly in situations where languages are involved.

Technology and language have been interwoven ever since writing was invented a long time ago (Chun et al., 2016). Teachers are experiencing the results of technological advancement in both the classroom and the workplace. Connectivity, ownership, and access to technology are critical successful elements for utilizing online learning in the advanced learning stage (Naismith et al., 2017.) Recently, online portable education emerged as a new learning model that enables learners to access learning materials anywhere and at any time

using mobile devices and the Internet (Lan & Sie, 2010). This fact demonstrates how technology can influence students to become more motivated to learn both inside and outside of the classroom.

Nowadays, learning a language using technology helps the student a lot. Besides that, learning a language should be supported by the components of the language such as grammar, vocabulary, pronunciation, and spelling. However, learning a foreign language is not only learning a language to understand and to be understood but also learning to use the structural units and patterns of the foreign language in an appropriate way and correct situation. In the form of written language, grammar is very important. Written communication and any other form of indirect communication depend on the correct use of grammar or syntax, as well as vocabulary and spelling, to ensure that the message is immediately understandable, immediate to the reader, and without nonsense or ambiguity.

Teaching and learning using technology sometimes might feel saturated because the technology that is being used could be mainstream. One way to overcome this constraint is to use trending technology, so people can still be up to date. The use of mobile technology in language learning can assist teachers in creating engaging lessons and encourage learners to communicate with native speakers and other language learners (Blake, 2016). One of the current trending mobile learning applications is the Duolingo application. Duolingo is an application created by Luis Von Ahn and Severin Hacker in November 2011 with the slogan “Free language education for the world”. Duolingo is one of the most popular language-learning media.

Accessing Duolingo needs supporting tools such as an internet connection. Having several advantages, Duolingo provides an interactive activity that makes the language

learning process fun and interesting. Moreover, Duolingo does not have a strict program for the user. In other words, the learner can study at their own pace.

Duolingo is a free-based application, and it only requires an internet connection to download the apps or simply go to the website to access it. Moreover, Duolingo also provides a reminder notification for their user so that the Duolingo user cannot forget to open the apps every day for studying. The upcoming educational and international communication can be manifested by using Duolingo. It includes material for the learner to enhance their grammar, writing, reading, speaking, and listening skills. The materials provided by Duolingo are quite attractive for the learners. It is because the materials are using an activity like a game that is supported by a great visual display that includes audio. Moreover, this application is not heavy when used so it does not force the platform. Eventually, Duolingo could be broadly known as a popular learning platform (Habibie, 2020).

Even though Duolingo is considered one of the useful tools to help learn English, Duolingo is not commonly used as a learning medium for the learner to enhance their grammar mastery. In connection with these matters and problems, the researcher intended to find out how Duolingo takes a role as one of the learning media for enhancing university students' grammar and the researcher wants to know university students' perception of the advantages of using Duolingo. Therefore, the researcher intended to write this *Skripsi* entitled "Enhancing Students' Grammar using Duolingo: An Experimental Study at a Private University in Yogyakarta".

### **Identification of the Problems**

In terms of improving and developing language skills, especially grammar, of course, many problems will be faced by learners. For example, grammar is well-known as a general structure of a language. In many cases, language learners struggle to learn grammar due to its

complexity. Therefore, the language learner should comprehend it in order to be fluent while acquiring and learning a language. Based on the background described previously, the following is the identification of the problem for this research.

Grammar is one of the most common things that foreign learners usually struggle with. Based on several studies such as research from (Aidinlou & Mehr, 2012), the use of proper grammar is the most faced problem by learners. Moreover, grammar and lexis are some of the most problematic things in second language acquisition (Sevy-Biloon, 2018). Finally, errors are caused by first-language interference and a lack of grammatical ability. Moreover, an English language education department from a private university in Yogyakarta said that the grammar learning process has always been dull and lacks enthusiasm due to its complexity and monotonous method. Furthermore, a study of Thai students learning English as a foreign language indicated that students' grammatical faults ranged from the most severe to the least severe: Articles, word categories, prepositions, spelling, punctuation, word choice, word order, and relative clauses are all examples of grammar (Phoocharoensil et al., 2016). Moreover, the lack of grammar course availability in the college could be another problem for the students due to the minimum input. Thus, the grammar of university students could not reach its maximum potential due to a lack of input sessions from the teacher to students. Another problem is students are not familiar with language learning applications.

It can be concluded that many problems were identified. The problems are the lack of grammar course availability, students' struggle with grammar due to its learning process and complexity, and students' unfamiliarity with language learning applications. Therefore, the research intends to introduce Duolingo as a medium for assisting student's learning process. This research aims to examine the experimental study of Duolingo to enhance university students' grammar mastery. If the use of Duolingo provides advantages for the students,

therefore the lecturers can implement Duolingo in the classroom as a medium for learning grammar.

### **Delimitation of the Problems**

From the identification in the previous section, there are many problems with the research topic that the researcher discussed. However, due to the researcher's limitations of time and ability, the researcher needs to provide clear delimitations. This research focused on researching university students' grammar mastery before and after the treatment also their perception of Duolingo with an interview. The research participants are one group class of 2023 batch students from a private university in Yogyakarta.

### **Research Questions**

The researcher formulates four research questions of Enhancing Students' Grammar using Duolingo: Experimental Study at Private University in Yogyakarta based on the background of the studies:

1. What is the students' grammar mastery before using Duolingo?
2. What is the students' grammar mastery after using Duolingo?
3. Is there any significant improvement in the students' grammar mastery after using Duolingo?
4. What is students' perception of the advantages of using Duolingo as a learning medium for enhancing grammar?

### **The Objective of the Research**

This research purpose is followed by the research question:

1. To find out the students' grammar mastery before using Duolingo

2. To find out the students' grammar mastery after using Duolingo.
3. To find out the significant improvement in students' grammar mastery after using Duolingo.
4. To find out university students' perceptions towards the advantages of using Duolingo as a learning medium for enhancing grammar.

### **Significance of the Study**

The research provides more benefits and knowledge to students, teachers, and upcoming researchers.

#### ***Students***

This study provides information on the effectiveness of using Duolingo in enhancing students' grammar mastery. It also provides the advantages of using Duolingo as a tool for enhancing grammar based on students' perceptions. Therefore, it can be used as information so that the learner can use it regularly and independently.

#### ***Teachers***

This study provides information on the effectiveness of the use of Duolingo in enhancing students' grammar mastery. Besides that, this study aims as a reference to the advantages of using Duolingo for enhancing grammar mastery. Therefore, it can be information for the teacher before utilizing Duolingo in the classroom.

#### ***Future Researchers***

The findings of this study can be used by other researchers who are interested in the same topic in the future. The study's findings are also expected to serve as a resource for others researching the same topic from a different angle.

## **Organization of the Chapter**

This study is organized into five chapters. Chapter One explains the background of the study and the reason why the researcher chose this topic to be researched. In this chapter, the researcher identifies the background of the research, the identification of the problems, research delimitations, research questions and objectives, the importance of the research, and the organization of the research.

The second chapter is a review of the literature. The second chapter includes a literature review, a review of related studies, and a conceptual framework.

The third chapter describes the research methodology. There are six components to the methodology: research design, research settings, research participants, data collection techniques, data collection procedures, and data analysis. It shows how the researcher gathered and analyzed data.

The fourth chapter is the findings and discussion. The fourth chapter includes findings from the research and also a discussion of the research that has been done in advance.

The fifth chapter is the conclusion and recommendations. The fifth chapter includes the researcher's conclusions of the research and follows up with recommendations.