



## Students' Experiences in Implementing Duolingo-Assisted Listening Learning

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Article Info	Abstract
<b>Article History</b> Received: 2022-08-11 Revised: 2022-09-22 Published: 2022-10-01  <b>Keywords:</b> <i>Students' Experiences; Implementing Duolingo- Assisted; Listening Learning.</i>	Technology has evolved and produced a wide range of devices to enhance education and teaching methods that can assist students in learning languages. This study aims to describe students' experiences in implementing Duolingo-assisted Listening learning. The participants of this research were three Junior high school students in Karawang. The method and design in this research are to use descriptive qualitative research conducted through Observation, interviews, and Questionnaires. This research analyzes the data using thematic analysis. The findings showed that the participants initially had difficulty listening, and after Duolingo-assisted, students were happy, easier, excited, and motivated to learn listening skills using Duolingo. Due to the gamification of learning and listening exercises provided by Duolingo, students find it easier to learn listening. Because it offers students new experiences in learning English, Duolingo is an effective tool for use in the classroom. In conclusion, this study indicates that students have positive experiences implementing Duolingo-assisted Listening Learning.
Artikel Info	Abstrak
<b>Sejarah Artikel</b> Diterima: 2022-08-11 Direvisi: 2022-09-22 Dipublikasi: 2022-10-01  <b>Kata kunci:</b> <i>Pengalaman Siswa; Menerapkan Duolingo- Assisted; Belajar Mendengarkan.</i>	Teknologi telah berkembang dan menghasilkan berbagai perangkat untuk meningkatkan pendidikan dan metode pengajaran yang dapat membantu siswa dalam belajar bahasa. Penelitian ini bertujuan untuk mendeskripsikan pengalaman siswa dalam melaksanakan pembelajaran Listening berbantuan Duolingo. Partisipan dalam penelitian ini adalah tiga siswa SMP di Karawang. Metode dan desain dalam penelitian ini adalah menggunakan penelitian kualitatif deskriptif yang dilakukan melalui Observasi, Wawancara, dan Kuesioner. Penelitian ini menganalisis data dengan menggunakan analisis tematik. Temuan menunjukkan bahwa peserta awalnya mengalami kesulitan mendengarkan, dan setelah dibantu Duolingo, siswa senang, lebih mudah, bersemangat, dan termotivasi untuk belajar keterampilan mendengarkan menggunakan Duolingo. Karena gamifikasi pembelajaran dan latihan mendengarkan yang disediakan oleh Duolingo, siswa merasa lebih mudah untuk belajar mendengarkan. Karena menawarkan pengalaman baru kepada siswa dalam belajar bahasa Inggris, Duolingo adalah alat yang efektif untuk digunakan di dalam kelas. Kesimpulannya, penelitian ini menunjukkan bahwa siswa memiliki pengalaman positif dalam menerapkan Pembelajaran Mendengarkan Berbantuan Duolingo.

### I. INTRODUCTION

The English curriculum emphasizes four language skills Such as listening, speaking, reading, and writing. Students no doubt have to master it. However, most students find it challenging to acquire English as a second language, especially in terms of listening skills. Listening is the most frequently used language modality in every conversation or activity that plays an essential role in understanding and mastering English. Based on studies by Mendelsohn (1994), We spend half our time listening, half our time speaking, half our time reading, and half our time writing when we communicate. Because it enables us to comprehend and engage with the world around us and

is a crucial element of effective communication, listening is important. Listening is a skill that students must develop to communicate in English fluently. However, mastering listening skills is problematic because it requires comprehending language and vocabulary to comprehend what is heard. Helgesen and Brown (2007: 3) assert that listening is an active process and aims to understand what we hear. We can understand more as we hear more. Although, the majority of students complained about the difficulty of Listening in English.

Students have difficulty learning English for various reasons. First, Students cannot understand the meaning because they lack English vocabulary. Additionally, they occasionally have

trouble using words. All aspects of English proficiency, including speaking, reading, writing, and listening, can be hampered by a lack of vocabulary. According to Adnan (2012), students' lack of vocabulary causes them to be unable to understand the message they are listening to and can even cause them to become bored and frustrated. Second, students must study using smartphones and the internet at home, especially online learning. This is due to many problems in online learning, such as lack of student motivation, lack of understanding of topics, and feelings of alienation caused by online classes (Hadriana et al., 2021). Listening ability is one of the essential skills to be mastered. However, sometimes listening skills are rarely taught because of such difficult stages. According to Ovalina & Adnan (2018), many teachers ignore to teach listening in the classroom Even though the syllabus states that students must master aural and written texts or expressions. This might be a result of how challenging teachers are in finding suitable facilities and media for in-class listening instruction in order for students to develop listening skills that will enable them to comprehend what they are listening to more easily. As a result, teachers must create effective methods to motivate students to pursue English as a second language.

Technology is now being used to enhance teaching and learning processes. Technology has evolved and created many valuable tools for helping students learn languages. Mobile devices are one of the common devices that play an essential role in daily life. Mobile Assisted Language Learning (MALL) is a method that makes use of mobile devices to support and improve language learning. Due to the development of wireless and mobile technology, MALL is now available via various devices, including Smartphones, mobile phones, iPods, and tablet PCs. MALL designers have started implementing strategies to maximize these new technologies' advantages (Abu Sa'aleek, 2014). Children and teenagers widely use smartphones, and they influence daily life. Almost all have them because they are currently needed for learning activities. As a result, because smartphones and tablets are easily accessible, mobile applications have been widely used to learn a second language (Bahjet Essa Ahmed, 2016). This is an essential aspect of the teaching profession that teachers can use to help students learn. This technology allows us to learn in new ways: we can learn anywhere, anytime. With the help of

the application, students can now learn languages, especially listening skills, just by using a smartphone. Students can use smartphones wisely to improve their English language skills. The most popular language-learning platform is Duolingo. According to Jašková (2014), Duolingo is considered a future in language learning and worldwide communication. This program was created to assist students in studying languages in a fun and easy way. It uses gamification to create a learning experience that includes various activities such as listening, reading, writing, vocabulary, grammar, and the option of speaking. Students can easily understand the language with the assistance of Duolingo and it is fun learning because students learn by playing games. Duolingo utilizes a variety of exercises; students listen, repeat, speak, and translate words and phrases using a simple interface. This strategy works well for primary learners, with easy access to aid comprehension and game-based aspects to boost motivation.

Based on the problems above, Duolingo has released "Duolingo for schools" as an alternative learning media. Teachers can use Duolingo to carry out learning activities at home or in the classroom. Teachers can see their students' progress on Duolingo, which can help them solve problems such as lack of Listening, vocabulary, Grammar, or motivation. One of the most critical aspects is student feedback. Teachers should consider how students respond as part of their learning process. with Duolingo, teachers can provide feedback to students on discussions so that they are more excited to learn English and more capable of developing their language abilities. This research aims to find out students' experiences in implementing Duolingo in listening learning.

## **II. METHOD**

### **1. Research design**

This study uses a qualitative research methodology. Comparatively, qualitative research focuses on comprehending social phenomena from the viewpoint of the research's human participants. Case study research is an intensive analysis of an individual unit such as a person or community emphasizing environmental and developmental factors. Stake (1995), stated that the complexity of a single case, a single leaf, or even a single toothpick is expected to be captured in a case study. Because this research is primarily focused on a very

specific interest, the researcher uses a case study to search for the specifics of interactions with contexts.

## 2. Site and Participants

This study involved English as Foreign Language Students in nine-grade at one of Junior High School in Karawang. The number of participants is 30 students were chosen based on their experience in Duolingo-assisted Listening Learning and the researcher will interview Four selected students by teacher recommendation.

## 3. Data Collection and Instrument

In an effort to make the research process easier, more meaningful, and more effective, the researcher must employ a range of approaches and instruments. The technique for gathering data is one that the researcher has at their disposal. According to Denzin & Lincoln (2005), a data collection instrument is a tool used by the researcher to gather data so that the process can be made simple and methodical. In this study, the researcher's methodology included observation, interviews, and questionnaires.

## 4. Data analysis

Thematic analysis was adopted to extract the data from the observation and interview. Thematic analysis is a process for finding, examining, and reporting data patterns (themes). Your data set is described in (rich) detail and is only marginally organized. A helpful and rather simple method for teaching and learning the fundamentals of qualitative analysis is theme analysis (TA) (see Braun & Clarke, 2006; 2012, 2013; Clarke & Braun, 2013); The thematic analysis emerged from the data of the study itself. This analysis will focus on the participants' perspectives rather than the interaction of the mediator and the participants and then the researcher transcript the interview data from the participants thoroughly.

# III. RESULT AND DISCUSSION

## A. Result

The researcher observed one class from the ninth grade, which consisted of 30 students. The subjects for the interview data were four ninth-grade students. The four students interviewed were coded in the study as follows: Student 1 (P1), Student 2 (P2), and Student 3 (P3). This research survey is reported in an interview of 3 participants and

concluded automatically regarding the first question of the purpose of this study, how are the students' Experiences with the use of Duolingo-assisted listening learning by analyzing four aspects. They are the students' responses, students feeling, Students' understanding and Challenges, and students' motivation, in implementing learning Listening using Duolingo media. The following are students' responses about listening learning:

- P1: "Listening is difficult; I make mistakes that make me less confident".
- P2: "It is a little difficult... sometimes the words that the teacher says are not very clear".

This was supported by data from questionnaires which stated that 5 students said very difficult, 17 students said difficult, 5 students said it was not difficult, while 3 students said it was quite difficult, the Listening learning.

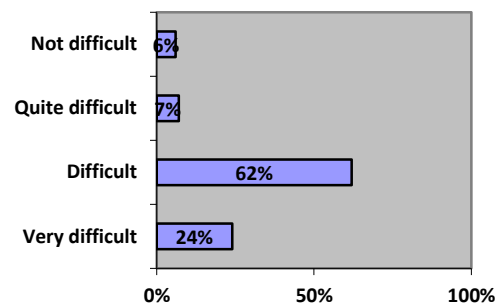


Figure 1. Students' response about Listening

From this chart above, 62% answered that listening is a challenging skill. The researcher came to the conclusion that the students' listening skills are still problematic. Then after using Duolingo, based on interviews, implementing Duolingo in the Listening learning process where learning is felt to be more fun is practical and easy for students. Duolingo is a fun learning by mobile app. With Duolingo, students can study at home or implement it in the classroom. Listening to learning with the help of Duolingo is accessible and easy to understand. The following are the students feeling during the implementation of Duolingo in the classroom:

- P1: "It is fun and exciting because there are various characters that make learning fun. Learning in groups to answer the questions is the same as when in class, so this is fun.
- P2: "I am happy, Sir, learning becomes more interesting, so I am not bored."

The questionnaire results, which indicated that 10 students were very interested in Duolingo, 15 students were interested, 5 students were less interested, and 0 students were not interested, support this.

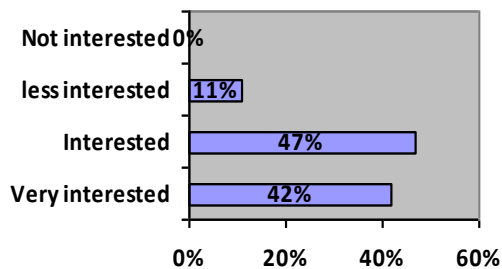


Figure 2. Students feeling

There were 47% exciting responses from the students in the the above chart. The ratio between interested and very interested people demonstrated it. The researcher came to the conclusion that students were enthusiastic about using Duolingo as a teaching tool for listening comprehension. Moreover, the next question concerns student understanding in implementing Duolingo-assisted listening learning. Here is the following statement:

- a) P1: "It is fun, sir; learning is easy and easy to understand. Because we need to press the picture to listen, and we can repeat it, so we understand better."
- b) P2: "I think. Hmm, Duolingo helps me learn English. So, I know more words and listen to pronunciations easily."
- c) P3: "It is fun because you can listen to it again, and the material is also easy to understand."

Of course, there are difficulties in learning. The following are questions about the difficulties experienced by students.

- a) P1: "The more time I spend studying and completing challenges, the more difficult the questions become. However, I now understand more".
- b) P2: "it is quite difficult. When learning with Duolingo, you have to use a headset to focus. If you don't use it, need some more focus."
- c) P3: "So far, it is not. Maybe sometimes if my connection has problems."

The next question is about motivation and plan. All three participants agreed that learning to listen using Duolingo is very motivating.

- a) P1: "Duolingo motivates me because after studying with it, I like learning English so

*much; of course, I will continue because learning is easy and only takes 15 minutes per day."*

- b) P2: "very motivating... makes learning English much easier And, if I have not studied in a day, I got reminded of the same motivational words. There has been a notification."
- c) P3: "yes, I am. I will use the Duolingo application to increase my insight and knowledge."

According to the data above, students are motivated to use Duolingo to learn listening. This is corroborated by surveys, which revealed that 8 students reported being extremely motivated, 20 reported being motivated, 2 reported being less motivated, and 0 reported not motivated by Duolingo.

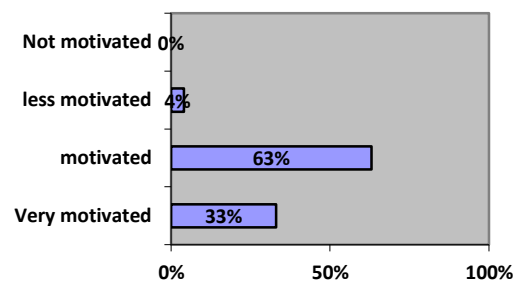


Figure 3. Students Motivation

According to the above chart, the students' responses were 63% motivated. The percentage between motivated and it really motivated individuals indicated it. The researcher came to the conclusion that students are motivated by Duolingo, particularly when learning listening.

## B. Discussion

Listening is an active process that helps us interpret what we hear. It is crucial in language learning because it provides good communication to students and helps them develop their language skills. Both students give a response that listening learning is quite difficult. Listening requires media such as technology, audio, or video. Moreover, most schools have not provided it, and most teachers are lacking in implementing listening learning. Nowadays, technology's development provides many conveniences for teaching and learning. Mobile phones have been widely used by students for online learning today. Based on the research, the data observation obtained from the

implementation of Duolingo-assisted that students use for listening learning. The primary focus of Duolingo is gamified learning, which aims to develop multiple skills such as Vocabulary, grammar, and listening. Users of Duolingo learn a new language by repeating, audibly speaking, and conversing. Duolingo employs gamification features to significantly encourage learning methods and provide students with guard incentives to study, which is an effective learning strategy. Based on the result of this research, explain students' experiences in Duolingo-assisted listening learning.

This research used observation interviews and questionnaire data to collect in-depth information about students' responses, such as feelings, understanding and challenges, and motivation during the implementation of Duolingo-assisted listening learning. In the first question about students' response toward listening, students felt that listening is difficult. In the second question, During the implementation of Duolingo for assisted listening all participants concurred that using Duolingo to learn English was easy and enjoyable. Hence, students were more confident and more understanding in Listening. However, on the third question, sometimes the students experienced difficulties; the three participants felt an improvement in learning because when studying with Duolingo, the more challenging the material will be complex. Furthermore, to focus on working on questions, students must use the help of a headset to be more focused. According to the data, participants believe that Duolingo can motivate them to learn inside and outside the classroom. Students became more understanding and enthusiastic as they learned to listen. In line with Pilar Munday (2016), that learning with gamification can inspire and engage learners in education. He added that students seem to find Duolingo to be a user-friendly, practical, and enjoyable app to practice their English when it is integrated into the language classroom environment. The Duolingo app also boosts users' confidence in learning a new language (Vesselinov & Grego, 2012). Most previous research states that learning language or English listening assisted with Duolingo application is effective.

#### **IV. CONCLUSION AND SUGGESTION**

##### **A. Conclusion**

Based on the research and Discussion, Students' experiences with using Duolingo-assisted Listening learning. During Listening learning activities, the students experience a feeling of fun, excitement, engagement, and motivation. The implementation of Duolingo-assisted Listening Learning was successful provide a new experience. The lesson plan-appropriate activity was performed in class by the teacher, who also gave a thorough explanation of the content. The first and second meetings' activities were both running smoothly. Due to its capacity to improve students' comprehension and listening skills, Duolingo is an engaging medium to utilize in the teaching-learning process. The use of this media helps the pupils develop multiple skills (in Listening class, the students get the Listening skill and Vocabulary and grammar also). The instructor, for instance, uses this medium to teach listening skills. The children also pick up other skills during this activity, like as grammar and vocabulary. Duolingo is an exciting medium; students always pay attention to the material and learning in class makes them happy and enthusiastic. Duolingo makes it easier for students to listen, especially for Listening Learning. It was supported by data from the researcher's observation, interview, and Questionnaires.

##### **B. Suggestion**

Suggestion (1) For Teachers: The teacher can teach Listening or other subjects using Duolingo as an alter-nate media. With the use of this media, students can be inspired to learn English since they will find it enjoyable and motivated to pay attention to their teacher during the teaching-learning process. Students learn more easily and improve their listening skills thanks to Duolingo. Before giving it to their students, the teacher should select the appropriate Duolingo material for the level of the learner. When teaching in a listening classroom, the teacher must make it clear what the pupils do with this media, (2) For students: Because Listening is the first crucial ability in learning English, students should frequently Listen English-language music or reading a book to expand their vocabulary. They will be able to access other abilities like listening, writing, and speaking if they have a large vocabulary in their memory. Additionally, pupils should memorize the time

and the sentences rather than the formula for grammar, (3) For a future researcher: The study's author thinks that it will be useful to readers and other researchers as a resource for innovative and fascinating media in teaching English, particularly in listening skills. The researcher is hoping that another researcher will carry out this investigation using various materials and techniques.

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