

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses about: definition of speaking skills, teaching speaking, strategies in teaching, aspect of speaking, the role of technology in language learning, Duolingo application in english learning, the advantages of Duolingo, and previous study.

A. Literature Review

1. Definition of Speaking Skill

Speaking skills are a major aspect of verbal communication that plays an important role in human life. As stated by Azzahra et al. (2019), language is one of the media for communication between humans, and speaking skills are the skills that are most reflected in language behavior, because with these skills humans can communicate with other humans.

Furthermore, according to Zuhriyah (2017), speaking skills are the ability to express and communicate ideas orally, so it is very important for students who are learning English. This indicates that speaking is not just saying words, but also understanding the context of word selection, as well as courage when conveying ideas.

In addition, according to Rahayu (2023), speaking skills in English are not only important for academic needs, but also to support global communication. In the current era of globalization, the ability to speak in English is a basic skill needed to interact internationally.

Thus, it can be concluded that speaking skills are crucial not only for learning English but also in everyday life. These skills encompass not only the

ability to pronounce words but also the ability to convey ideas clearly in context, as well as the courage and confidence to communicate. Furthermore, speaking skills are essential for global communication in today's world because they enable people to interact with others more effectively.

2. Teaching Speaking

Teaching speaking skills is one of the most important aspects of mastering a foreign or second language, including English. Teaching speaking skills aims to improve students' ability to communicate orally fluently so that students become more confident and courageous when they speak English. Techniques for teaching speaking skills include conversation exercises, discussions, simulations, and presentations, which aim to develop active and interactive speaking skills. According to Sholihah (2016), the purpose of teaching speaking skills is communicative efficiency. This means that learners should be able to make themselves easily understood, using their current abilities to the maximum.

And then According to Kuning (2019), the purpose of teaching speaking is to improve students' communication skills because only then can they express themselves. In addition, it is stated that teaching by speaking includes teaching students to understand the English language and its nuances, as well as using the language as a means to express their thoughts and feelings.

According to Harmer (2007), the use of media in teaching speaking is very important because it helps create a clear context and makes communication more meaningful. Media also supports students in practicing language in real situations, so they are more motivated and engaged. By using appropriate

media, students can improve their speaking performance and gain confidence in expressing ideas.

In this context, the use of interesting and innovative learning media such as the Duolingo application is expected to motivate students to more actively practice speaking. Through continuous practice and given immediate feedback, so that students can improve their speaking skills effectively and enjoyably, so as to support the achievement of their English competence optimally.

3. Strategies in Teaching Speaking

Learning strategies can be interpreted as behaviors and thoughts that are carried out by a learner and which aim to influence the process of encoding information by the learner Weinstein (1983). To improve speaking skills, teachers need to apply various strategies that can encourage students to practice, interact, and build confidence. Some commonly used strategies in teaching speaking include:

a. Role Play

Role play is a strategy in which students are given certain roles in certain situations, such as being customers, tourists, or teachers. In addition, role play is very important in teaching speaking because it can provide students with opportunities to be able to practice communicating in various social contexts and in various social roles. So that students can be creative and also put themselves in the shoes of others for a while Purnawati (2015).

According to Indriani (2022), in her research stated that the role technique provides several advantages to students. First, this technique provides an opportunity for students to evaluate their own abilities. In addition, this technique can increase confidence in students in their ability to perform well in class. this technique can also increase motivation in students during the learning process so that students can be helped in learning English.

In addition, Purnawati (2015) stated that teaching students to speak English using role play was successfully carried out. role play techniques can help teachers in teaching English and encourage students to dare to speak in front of the class.

b. Group Discussion

Group discussion is an experiential interaction process that encourages students to express opinions, ideas, or arguments in small groups. Harmer (2007) states that discussion can help students develop fluency in speaking as well as critical thinking. In addition, discussions can also reduce anxiety for students as they speak in a smaller, supportive setting. Therefore, Hammer (1998) asserts that in small group discussions, students have many opportunities to share their knowledge and ideas, and interaction between them can occur without feeling hindered to discuss topics together.

According to Crisianita (2022), her research shows that the use of small group discussion can enhance effective learning because students in

small groups are more confident in expressing ideas and giving criticism, and it suits their characteristics as learners.

Bohari (2019), in his study also showed that the use of small group conversations to teach speaking can improve students' speaking skills. In addition, the average post-test score was higher than the average pre-test score. This shows that teaching speaking through small group discussion is more effective than teaching speaking without using the method. In addition, the speaking ability of eleventh grade students can be improved through small group conversations

c. Story Telling

Storytelling is the retelling of a story that has been read or heard using their own words based on their understanding of the story. In addition, Storytelling is a teaching method in which students are required to retell stories using different word constructions to facilitate interaction between storytellers and listeners Zuhriyah (2017).

Amru (2016), in his research confirmed that speaking skills in students taught with storytelling techniques, increased much more significantly and significantly better than the improvement of speaking skills of students taught using conventional techniques.

Therefore, based on the strategies mentioned above, it can be concluded that teaching speaking skills requires a combination of interactive, communicative, and technology-based methods. Each strategy has the ability to help students develop confidence, pronunciation, fluency and accuracy. To create more effective and efficient speaking learning,

teachers should choose strategies that suit the needs of students as well as integrate various approaches.

4. Aspect of Speaking

In the process of language learning, especially English, speaking skills are one of the most important aspects to master. To be able to speak effectively and communicatively, there are several main aspects that must be considered four aspects are having a great influence on speaking skills. According to Heaton (1978), speaking ability is supported by several key components, such as grammar, vocabulary, pronunciation, and fluency. In line with this view, Azlina et al. (2015) state that these four aspects have a significant impact on speaking skills.

First, it is grammar. Grammar includes the sentence structure rules that a person uses when speaking. The use of correct grammar will make speech easier to understand and not cause double meanings. Grammar plays an essential role in speaking because without understanding language and structure, effective communication cannot occur. According to Heaton (1978), students need the ability to use and distinguish correct grammatical forms. Thus, grammar helps learners achieve proficiency in both oral and written communication.

Second is vocabulary. According to Azzahra (2019), vocabulary is an important aspect of the educational process, Students should continue to learn words as they learn structures and as they practice sound systems. Basically, vocabulary is concerned with words. how they are formed, how they are related, and how to use them to make sense of the world.

The third is pronunciation. Pronunciation is the way a person pronounces words or sentences in English. The pronunciation must sound clear and precise so that the message they are trying to convey can be understood well by the interlocutor. Good pronunciation also helps students build confidence when speaking, avoid misunderstandings, and make their communication sound more natural and fluent.

The last is fluency. Azzahra (2019) said fluency can be defined as the ability to speak smoothly, naturally, and without unnecessary pauses. Fluency is the ability to speak fluently and flow without too many pauses and hesitations, or repetitions. A student will be said to be fluent if they can deliver sentences quickly and naturally.

Based on this description, it can be concluded that speaking skills include four main aspects, namely grammar, vocabulary, pronunciation, and fluency. These four aspects support each other in improving students' speaking ability. By mastering grammar, students can construct sentences correctly; with vocabulary, they can express ideas; with pronunciation, messages can be understood clearly; and with fluency, they can speak fluently and naturally. Therefore, this research will emphasize on the development of these aspects through the use of Duolingo application as a learning media.

5. The Role of Technology in Language Learning

Technology plays a very important role for students around the world in the teaching and learning process. Today's digital technology has changed the learning process to be more fun and interesting so that students do not easily feel bored when learning and become more excited. According to Siminto

(2023). Technology plays an important role in the field of education. Through technology-based platforms, students can explore various learning resources, such as learning videos available in various languages. This provides a very significant opportunity for students because they can learn on their own, giving them enough time to improve their language skills.

In addition, according to Rofi (2024), utilizing technology can also assist students in developing digital skills that are essential for working in the future. In an increasingly connected world on a global scale, the ability to communicate in English with the help of technology is a competitive advantage for graduates.

Then according to Tatukallo et al. (2024), based on the results of his research on the role of technology in improving English language skills. Integrating technology into language teaching is proven to be effective in increasing students' confidence, fluency and accuracy in English. Some tools also help in this regard, offering diverse and innovative approaches to help students learn to speak.

Thus, it can be concluded that technology has a very important role in today's modern education, especially in English. Through the use of technology, learning will become more interesting and enjoyable. Thus, technology is a very effective means of improving competence students including English speaking skills which are needed in today's global era.

6. Duolingo Application in English Learning

Duolingo application is one of the most popular apps and is also widely used by all learners in the world. In this app people can learn not only one

language but also several other languages like Italian, German, and Spanish. The advantage of this application is that users can use it for free and also they can choose how to practice it. In addition, users can also use this application for 5 to ten minutes every day.

According to Munday (2016), the purpose of the Duolingo application is to teach language and vocabulary. Therefore, Duolingo offers interactive activities that include pronunciation skills, speaking skills, word translation, and tasks such as analyzing words from images, identifying difficult words, and more. In the Duolingo application users can also learn four skills such as speaking, reading, writing and also listening. In addition, according to Godwin-Jones (2015), mobile language learning apps such as Duolingo provide flexibility and a sense of achievement for students, allowing them to practice speaking the language fully and in context. This ultimately increases their motivation and dedication to learning.

Thus, it can be concluded that the Duolingo app is a practical, user-friendly, and flexible language-learning tool because it can be accessed at any time. The app helps students develop a variety of language skills including speaking, reading, writing, and listening through interactive activities. In addition, Duolingo can also boost students' motivation to learn by providing a more engaging and enjoyable learning experience.

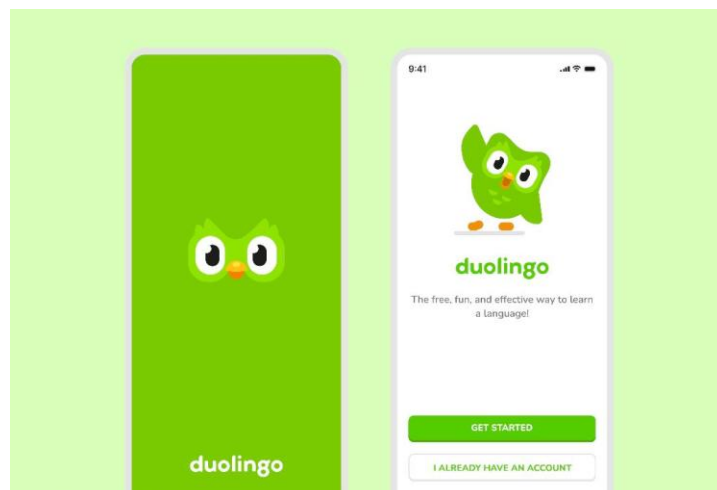
7. The Procedure in Utilizing Duolingo App.

Duolingo is a mobile-based language-learning app designed to support English language learning through interactive and structured activities. The app allows learners to study the language independently through a variety of

exercises that cover language skills such as reading, writing, listening, and speaking (Niah & Pahmi, 2019). Using Duolingo generally involves several stages that allow learners to develop language skills—particularly speaking—in a flexible and self-directed manner.

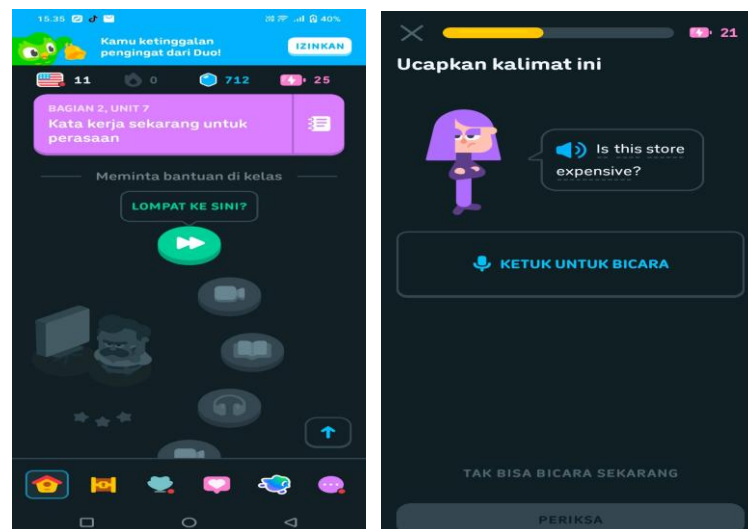
First, learners are introduced to the Duolingo app as a digital learning tool. At this stage, learners are introduced to the app's purpose, its benefits, and the language skills it helps develop, such as vocabulary, pronunciation, listening, and speaking. The app has a simple interface, making it easy for users to navigate.

Second, learners install the app on mobile devices such as smartphones or tablets through platforms like the Play Store or App Store. After that, learners create a personal account using their email or social media. This account is used to track learning progress, monitor achievements, and allow learners to study anytime and anywhere.



Third, learners begin using the app by selecting learning units that have been organized in a step-by-step progression, from beginner to advanced levels. Each unit consists of various exercises, such as vocabulary, listening

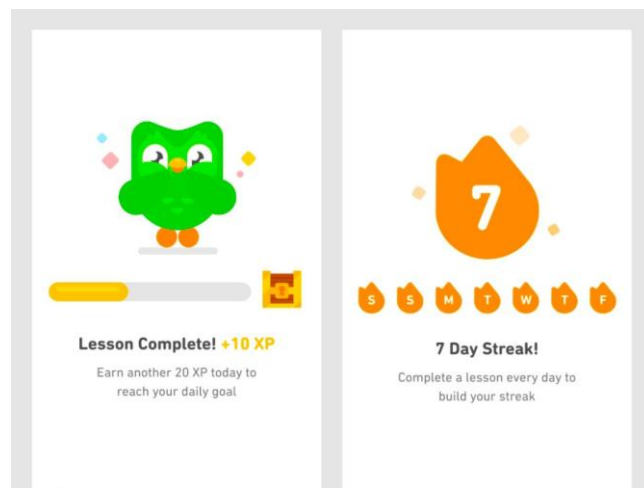
comprehension, sentence construction, and speaking exercises. In the speaking activities, learners are asked to say words or sentences using the microphone feature, which the system then analyzes to assess the accuracy of their pronunciation.



Fourth, the app provides immediate feedback. If a learner makes a mistake, the system will flag the incorrect answer and ask the learner to try again until the answer is correct. This feature helps learners correct their mistakes on their own and improve their language accuracy.



Fifth, learners are encouraged to practice regularly to strengthen their understanding and retention of the language material. Duolingo also uses gamification elements such as points, levels, and streaks to boost motivation and foster sustained engagement in learning.



Finally, teachers act as facilitators who guide students in using the apps, provide assignment instructions, and monitor students' learning progress. According to Godwin-Jones (2015), mobile-based learning apps offer flexibility that allows learners to study independently and continuously outside the classroom. Furthermore, Kukulska-Hulme and Shield (2008) state that mobile-assisted language learning allows students to access learning materials anytime and anywhere, thereby supporting independent learning and repeated practice. Therefore, Duolingo supports both in-class and out-of-class learning, which is crucial for developing students' speaking skills.

8. The Advantages of Duolingo

Duolingo is one of the most popular language learning applications and is widely used by students around the world. Its growing popularity makes this application has many advantages to offer in learning English. Especially in developing speaking skills in students through interactive features that are easy

to use. Duolingo application also provides a fun learning experience and can also be used anytime and anywhere.

In addition, Duolingo application provides several features that support speaking skills. Can help students improve their clarity and accuracy in pronunciation. These features give students the opportunity to continuously practice speaking English in an interactive and enjoyable way.

Next, Duolingo application is in adjusting the level of difficulty to the user's ability, as well as providing exercises that cover four language skills such as listening, reading, writing, and speaking skills. Students who are not comfortable speaking English can use Duolingo to practice speaking the language. Users can be used to teach basic grammar and understand vocabulary.

According to Daniswara (2024), Duolingo is a great tool for people who are completely unfamiliar with English. Duolingo provides English vocabulary that students can learn. students can also choose the learning method they feel most comfortable with. They also can choose the method that is more suitable for them because everyone has a more effective way of learning.

Based on the explanation above, it can be concluded that Duolingo offers many advantages as a tool for learning English, particularly in helping students improve their speaking skills. Through its interactive features, students can practice pronunciation, expand their vocabulary, and boost their confidence in speaking English. Additionally, the app offers a flexible and enjoyable learning experience that can be tailored to each user's skill level.

Therefore, Duolingo can serve as an effective learning tool to help students develop their English skills, particularly in speaking.

9. Challenges in Learning Speaking

Developing speaking skills is widely recognized as one of the most challenging aspects of foreign language acquisition for high school students. According to Ihsan et al. (2018), speaking is not merely a means of communication but also a key indicator of a student's language proficiency. However, this skill requires gradual development to overcome various obstacles, whether internal or external.

First, regarding internal factors, students often face psychological barriers such as anxiety, low self-confidence, and fear of making grammatical mistakes. Ur (1996) describes the "not knowing what to say" syndrome, in which students lack the motivation or ideas to express themselves. This problem is exacerbated by limited vocabulary and mastery of sentence structure Baker and Westrup (2003). In this regard, apps like Duolingo serve as a learning solution that offers a low-pressure learning environment, where students can independently build a foundation of vocabulary and pronunciation before practicing in front of the class.

And then the Second, there are external factors: uneven classroom dynamics, where only a few students dominate, often cause other students to become passive or "silent." Djahimo (2018) notes that this low level of participation is a major problem faced by teachers. The use of Duolingo in this context can serve as a motivational tool; with its gamification features and

repetitive exercises, students who were previously passive may feel more mentally prepared because they have already gained practice through the app.

Based on the explanation above, it can be concluded that speaking is one of the most challenging language skills for students because it is influenced by both internal and external factors. Internal factors include anxiety, lack of self-confidence, limited vocabulary, and difficulty constructing sentences, while external factors relate to an unsupportive classroom environment and low student participation in speaking activities. Therefore, the use of the Duolingo app can serve as an alternative learning tool that helps students practice speaking independently, boosts their motivation to learn, and builds their self-confidence through interactive and repetitive practice.

B. Previous Related Studies

Several studies have been conducted on using the Duolingo app to help students improve their speaking skills. Researchers summarized some previous research related to this study.

The first Hafifah (2019) conducted Quasi-experimental research. With the titled *The Effectivines Of Duolingo In Improving Students' Speaking Skill At Madrasah Aliyah Bilingual Batu School Year2019/2020*. The study aimed to examine the effectiveness of using Duolingo in improving speaking skills This research is a type of quasi-experimental research with the population of this study is tenth grade students of Madrasah Aliyah Bilingual Batu.

The sample of this study consisted of 20 students from class X IPS 2 as the experimental group and 20 students from class X IPS 1 as the control group. The experimental group received treatment using the Duolingo application and the

control group was taught with conventional or textbook-based techniques. conventional or textbook-based. The research instruments used were a question and answer test and a speaking rubric. The results of this study indicate that the use of Duolingo Application is significant in improving students' speaking ability in tenth grade students at MA Bilingual Batu School in the 2019/2020 school year.

This study contributes to the current body of research by providing evidence that the Duolingo app is effective in improving students' speaking skills. Furthermore, this study supports the current research focus on examining the use of Duolingo as a mobile-based learning app to improve students' speaking skills. However, previous studies used a quasi-experimental design, whereas this study employs a qualitative descriptive approach to explore students' experiences with Duolingo and the challenges they face in learning to speak.

Hanifah and Lisan (2024) employed a qualitative method with a case study approach in their research titled "*Analysis of Students' Speaking Skills in Using the Duolingo App.*" This study aimed to examine the procedures, speaking skills, and evaluation process associated with using the Duolingo app.

Meliyuana et al. (2024) in a study titled "*Duolingo: An App to Improve Students' Spoken Vocabulary.*" This study employed a quantitative method aimed at measuring improvements in students' spoken vocabulary through the use of the Duolingo app. The study sample consisted of 22 students in the IPAS-3 class during the 2023/2024 academic year. Data were collected through tests and questionnaires. The results showed that students' spoken vocabulary skills improved significantly after using the app. Additionally, the questionnaire results

indicated that students felt more interested and motivated in learning English using the Duolingo app.

The data collection techniques used in this study included observation, interviews, questionnaires, and documentation, with the research subjects being students in Class XI IPA 2b at Madrasah Aliyah Assalafiyah II Terpadu and their English teachers.

The results of this study describe the procedures for using the Duolingo app by students at Assalafiyah II Integrated Junior High School. Additionally, the students held positive views regarding the use of the Duolingo app, as it motivated them to learn English. Meanwhile, the evaluation of classroom learning using the Duolingo app was conducted through formative assessment, which provided immediate feedback to students, as well as summative assessment, by administering retests to students whose scores improved over three sessions. This indicates that the app can enhance their speaking skills through learning with the Duolingo app.

Niah and Pahmi (2019) also conducted a quantitative study titled *“The Use of the Duolingo App to Improve Speaking and Listening Skills Among Junior High School Students in Pekanbaru.”* This study aimed to determine the effectiveness of the Duolingo app in improving students’ speaking and listening skills. The study was conducted at SMP IT Al Hafit in Pekanbaru and involved 58 eighth-grade students as the research sample. The results concluded that the Duolingo app is effective in improving students’ speaking and listening skills, as evidenced by improved test scores and higher levels of student engagement.

Fitria et al. (2023) conducted a qualitative descriptive study. With the titled *Duolingo Application for Advancing English Speaking Skills*. The sample in this study consisted of 20 high school students in Banda Aceh. To collect data, the researcher used questionnaires and interviews as instruments. The questionnaire results in this study were analyzed using percentages. The results of the study showed that 90% of the students stated that the Duolingo app could help them improve their English speaking skills. In this study, the students also provided positive feedback. Therefore, the Duolingo app has proven to be effective in improving students' speaking skills.

Selaparang (2023) with the titled "The Effect of Using the Duolingo App on EFL Students' Speaking Skills." This study employed a quantitative method with a quasi-experimental design. The study was conducted at SMKN 45 Jakarta, involving 60 twelfth-grade students divided into an experimental group and a control group. Data collection was conducted through pre-tests and post-tests, which were then analyzed using a t-test with the assistance of SPSS 22. The results showed that the use of the Duolingo app had a significant effect on students' speaking skills. Students in the experimental group demonstrated a greater improvement in speaking skills compared to students taught using conventional methods.

Dearestiani et.al. (2023) conducted a Classroom Action Research. With the title *Improving Students' Speaking Skills by Using Duolingo Application*. This study aims to determine the improvement of students' speaking skills by using Duolingo Application. The subjects of this study were VIII grade students of SMP Negeri 35 Samarinda. The research subject was one class consisting of 31

students in the eighth grade of SMP Negeri 35 Samarinda in the 2022 academic year. Quantitative data is taken from the results of tests that have been given to students, namely in the form of: Pre-test and Post-test to find the average value of students in speaking. The results of the study show that improvement through the Duolingo application can improve students' speaking skills and can have an influence on students' speaking fluency.

Windya et al. (2023) conducted a quasi-experimental study. With the titled *The Use of Duolingo Application to Enhance Junior High School Students' Speaking ability*. This study aims to explore the use of the Duolingo application in language education in junior high school. The results showed a significant increase in speaking ability among the Duolingo group compared to the traditional instruction group.

The differences between this study and previous studies are as follows: (1) Some previous studies used quantitative methods, such as quasi-experiments and pilot experiments, while this study uses descriptive qualitative methods, which aim to describe in depth the role of the Duolingo application in students speaking skills in grade XI . (2) The focus of analysis of previous studies usually only focuses on three elements of spoken language, namely accuracy, comprehension, and fluency. While this study focuses more on the use and challenges. (3) The data collection techniques of previous studies usually used pre-test and post-test, and used SPSS for quantitative analysis, while this study collected data and conducted qualitative analysis through methods such as observation, interviews and documentation.

Based on the review of relevant literature, the researcher decided to explore the use of Duolingo application in supporting speaking skills of grade XI students at SMAN 4 Kediri through a qualitative descriptive approach.