

## CHAPTER 1 INTRODUCTION

### A. Background of The Study

Language is important in human life because without language, people as human being will not be able to do anything. The fact that English is the international language, is needed to communicate with other countries. It is reason why the learning of this language becomes important at any context. In the educational context, for instance, English worth because it might put learners in touch with more people than any other language. Beside that, the works of world scientists that can be used as references are written in English.

English has four skills in teaching and learning activities, those are listening, speaking, reading and writing. Based on the concept and function, English has the purpose to develop those four skills and also the language components, that are vocabulary, structure and pronunciation for speaking skill, or spelling in writing which supports students mastering well.

In mastering English, students find problems with language skills and language components as mentioned above. The students will be getting difficulties because students must be able to skill in use vocabulary and pronounce it, the limited vocabulary, grammar and pronunciation. Meanwhile, the words in English have a different in the written and the way to pronounce it. It makes most students in Indonesia consider English as a difficult subject which makes them frustrated. But in fact, English subject in Indonesia has been applied from elementary school up to university level. But instead, there are still many students who have difficulties in mastering English.

Speaking plays a significant role in mastering English. This follows what Burn (2012) said "The teaching and learning of speaking are a vital part of any language education classroom; not only does the spoken language offer 'affordances' for learning as the main communicative medium of the classroom, but it is also an important component of syllabus content and learning outcomes. However, teaching speaking remains challenging for many teachers. A key issue is whether what happens in a speaking classroom is concerned with 'teaching' speaking or just 'doing' teaching".

According to British Broadcasting Corporation (BBC) English Service defined that speaking English is divides into 2 parts. The first, speaking *fluently* is a goal for many learners of English. *Fluency* means being able to communicate your ideas without having to stop and think too much about what you are saying. However, many learners also have the goal of spoken *accuracy*. It means that you speak without errors of grammar and vocabulary.

In addition, Nunan (1999) said that speaking requires that learners not only know how to produce specific aspects of language such as linguistic competence namely grammar, pronunciation, or vocabulary, also they understand the sociolinguistic competence that are when, why, and in what ways to produce language.

Since English is a foreign language in Indonesia, it is difficult for students who learn English to communicate orally. English is not used by students in daily communication and also it is not their mother language. Therefore, the teachers should create an active speaking class atmosphere and to attempt from traditional methods towards a more technological and contemporary way of teaching. This contemporary way of teaching implies the use of the available technological resources to stimulate students' motivation, curiosity, and develop

students' acquisitions in learning English, as well as be creative enough to implement an appropriate technique to make the students enjoy and comfortable with the activity in the learning process.

There are a lot of techniques in teaching English to improve students' speaking ability. Currently in this 4.0 era, teacher should made innovation into the lesson such as the use of technology in learning practice. Rivas (2017) believed that education must take advantages of the opportunities that the digital era offers to educators and students to overcome their limitation in teching and learning.

Based on Rahmani (2020), one of the approach used recently is gamification. Gamification is a game thinking process and game mechanics that engage users in solving problems. The gamification methods allow students to learn interactively. Gamification designs work processes using game mechanisms for fun experiences. Fun learning will generate learning motivation and lead to improved learning results. Pedagogical approaches such as gamification and conventional games in learning English has massive potential in improving students' English skills such as listening, reading, speaking and writing as well as language components such as pronunciation, grammar and vocabulary. It is also suitable for

the current situation of the average students, they play games more often such as online games. Therefore, the researcher applied this method to make the student's habits to do gaming outside of school can be applied to their studies. Instead of playing games for fun, but students can also gain greater benefits by playing games while studying.

In this research, the researcher using Duolingo Application to overcome some problems has mentioned above. Duolingo is a free language learning application created by Luis Von Ahn and Severin Hacker. This application is not only available in the web version but it is also can be downloaded in Android, iOS and Windows Phone operating systems, so it will make it easier for everyone who wants to use it. The platform is constructed in the method of a game, with stages and difficulties to overcome and each phase poses certain adversity. Duolingo use a combination of visual, audio and also questions about grammar of a language. According to Putri & Islamiati (2018), the advanteges that exist on the Duolingo are the method of delivering learning material that is very enjoyable with a system such as a game that makes users feel learning while playing, then a very attractive visual display that is supported by audio.

Moreover, the researcher chose Duolingo as a learning tool in this study based on personal experience using the application. The researcher found that the application is easy to use and offers interactive learning activities that help users practice English regularly. The available features in the application allow learners to improve their vocabulary, grammar, and speaking skills through various exercises and repetition for every stages. Through consistent practice, the researcher experienced noticeable improvement in vocabulary mastery and grammatical understanding. Beside that, the duolingo provides speaking exercises that encourage learners to practice pronunciation and speak orally. Therefore, it cause the learners familiar with the words due to repeated regularly. Based on this experience, the researcher believes that the use of Duolingo can be a potential learning tool to support students in improving their English speaking ability.

Reffering to the background mentioned, the researcher was inspired to take a research with title "**The Implementation of Gamification Method Using Duolingo Application to Enhance Students' Speaking Skill**". In this case,the researcher will use Duolingo as a gamification tool to improve student's speaking skill. The researcher will conduct this research at SMP Negeri 31 Makassar because the researcher have conducted internships at the school and found that most of the students have low English language proficieny. To improve their

capability, they need to use a method other than the traditional way used by their teachers. Beside that, the researcher used Duolingo as a tool in this research because it's a free and accessible language learning app, making it accessible to all levels of society. This makes it easy for students and teachers at the school to use without having to spend a lot of money, considering the average economic background of the students at the school is middle to lower class. It means that not all students have the opportunity to take English course which are more expensive.

## **B. Identification of the problems**

Referring to the background above, the researcher finds and identifies some problems below:

1. Many students have difficulties in mastering English.
2. The student has limited vocabulary, grammar and pronunciation in speaking.
3. Low awareness of student to improve their English skill.
4. Lack of variation in the learning methods used by the teacher in teaching english.

## **C. Scope of The Problem**

Based on the background and identification of problems that have been described in the previous section, in order to get a more focused research results, it requires problem restrictions, namely implementing the gamification learning method is used to enhance students' speaking skills. In this case, the researcher will use Duolingo as a gamification tool to improve speaking skill of students.

## **D. Research Questions:**

Based on the background, the research questions can be formulated as follows:

1. How does the gamification method using *duolingo* application improve students' speaking ability?
2. How does the gamification method using *duolingo* application improve students' interest in learning English?

## **E. Objective of the study**

In order to explain this research, the writer elaborates on the objective of this study. The objectives of this study are:

1. To explain the way of gamification method using *duolingo* application, improve students' speaking ability.
2. To describe the way of gamification method using *duolingo* application improve students' interest in learning English.

## **F. Significance of the Study**

- 1) Theoretical benefit.

This study is expected to contribute to a pragmatic study that can be used as a reference for speakers and researchers of the English language, especially those interested in gamification method and speaking skill.

Hopefully, the result of this study gives information to another researcher to get the information needed in his or her research in speaking skills.

- 2) Practical benefit.

The result of this research is expected to be an input for the student to enhance their speaking skill. For the English teachers, it gave the alternative solution in teaching English. For institution, it could be beneficial regarding to improve the education quality.

## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Study

Studies on gamification method applied in language English Classroom had also attracted the attention of some scholars. Several studies as previous related findings were briefly reviewed as follows:

The first previous study, research by Muharral (2023) entitled "*The Use Of Duolingo Application To Improve Students' Speaking Skill*". This study aims to find out the use of the Duolingo application in improving the speaking ability of students at SMP 8 Banda Aceh. This study used a pre-experimental research design to obtain accurate research results. The sample was selected using a purposive sampling technique which is part of non-random sampling, and they were 34 students. Research instruments is the form of pre-test and post-test to see the results before and after treatment. Based on data analysis, it is known that there is an improvement in students' speaking outcomes and the result of the hypothesis is that the value of the t score is higher than the t table ( $0.967 > 0.678$ ). This means that the hypothesis is accepted. It can be concluded that the use of the Duolingo application can improve the students' speaking skill at SMP 8 Banda Aceh. Therefore, the use of the Duolingo application in the learning process and in improving students' speaking is highly recommended to be applied at all level.

The similarity between previous and current studies was both of them discuss about the use of duolingo application to improve students' speaking skill. The differences between the previously mentioned research and this research were, objective of the study, population and sample, also the research design and data collection. However, The previous study has one objective of study namely to know the use of the Duolingo application in improving the speaking ability, the study was done in Junior High School in Aceh, and it was implementing pre-experimental design. Then, current research has two objective reserch, beside to find out the effect of using duolingo to enhance student' speaking skill, also to know students' interest in learning speaking using duolingo application.

The second study is the research by Indah Sri Redjeki and R.Muhajir (2021) entitled "*Gamification in EFL classroom to support teaching and learning in 21st century*". The objectives of this research are how is the implementation of Duolingo in EFL classroom and what are the students' responses toward the use of Duolingo in EFL classroom. The research used an action research design to investigate how the gamification of Duolingo could help students achieve the goals of grammar learning process. The action research design consisted of quantitative (survey) and qualitative research methods (observations, questionnaires and documentations) to collect and analyze data from 15 second semester students in EFL classroom, specifically in the subject of Grammar for Written Discourse. They were from a university in Bogor, West Java who have grammatical skills ranging from low, medium to high. The result of the study show that gamification can make students more excited and motivated during their effort to elevate their English language skills. The implementation of Duolingo has increased student's motivation and self-directed learning. In conclusion, this study has proven that Duolingo as one of gamification tool can be implemented into the subject of grammar as part of EFL classroom. In this case, Duolingo provides some motivational interesting features to increase students' interest in working on Duolingo's exercises regularly in order to improve their English skills, especially grammar. This action will not only motivate the students but also promote self-directed learning for them.

As a result, it is suggested that teachers or ELT (English Language Teaching) practitioners implement Duolingo to support teaching and learning EFL.

The similarity between previous research and this research both of them discuss about gamification, the media used was Duolingo. Then, the differences were the object, data collection, population and sample. The previous study examine in subject of grammar and the data collection was quantitative (survey) and qualitative (observations, questionnaires and documentations). While, current studies discuss about speaking skill and the data collection conducted through three steps of process (pretest- treatment-posttest) and questionnaire.

The third previous study is research by Fira La Husen (2020) entitled "*Using Duolingo Application to Improve Student' Translation*". The objective of the study was to find out whether or not using duolingo application effective to improve the students' translation at eleventh grade students of SMA Muhammadiyah 9 Makassar. In this study, the researcher applied pre-experimental research which was employ one group pre-test – posttest. This research would be conducted through three steps of process: pretest- treatment-posttest to investigate whether the use of duolingo application to improve students' translation. Based on the findings of the research, duolingo application was effective to improve students' translation. The result showed that t-test was higher than t-table ( $7.881 > 2.093$ ). So, H1 (alternative Hypotheses) was accepted and Ho (Null Hypotheses) was rejected. Also, the mean score of post-test was 84.95 than the pre-test was 73.90 so that the post-test was higher than the pre-test. Thus, there was a significant influence 14.95%. Using Duolingo application is effective to improve students' translation at the eleventh grade of SMA Muhammadiyah 9 Makassar.

There were similarities between the previous study and current studies. The previous and current studies examine about gamification using Duolingo in teaching and learning English. The difference between the research above and this research were the object, objective of the study, research method, data collection, population and sample. The previous study used duolingo to improve students translation then the current study focused on speaking skills. The previous research only applied data collection conducted through three steps process: pretest-treatment-posttest to investigate objective of the study. While, current research applied three steps of process and questionnaire as the data collection.

The fourth previous study was conducted by Ahmad Ridha Fauzi (2018) with the title "*The Effectiveness of Duolingo in Improving Vocabulary Ability at the Sixth Grade of Madrasah Ibtidaiyah Darul Ilmi Banjarbaru School Year 2017/2018*". The objective of this research is to find out the effectiveness of Duolingo application for improving vocabulary ability at the sixth grade of Madrasah Ibtidaiyah Darul Ilmi and its effect on students' vocabulary achievement. The design of this research was experimental research which belongs to quantitative method. The population of this research was the entire sixth grade of Madrasah Ibtidaiyah Darul Ilmi Banjarbaru. There were two classes, they were VI B consisted of 25 students who got treatment using Duolingo application and VIA consisted of 26 students who got treatment using conventional teaching. The instrument of the research was vocabulary test consisted of multiple choice. Before treatment, pre-test was conducted to both groups. Meanwhile, post-test was conducted after the treatment. The result of this thesis shows that at the sixth grade using Duolingo application score is 7.279 (t-count is higher than t-table), while at the sixth grade without using Duolingo application score 2.021 (t-count is lower than t-table). The t-test calculation showed that there was a significant difference who used Duolingo application and who did not use Duolingo application. It mean that Ho was rejected and Ha was accepted. So, Duolingo application was effective to improve English vocabulary at the sixth grade of Madrasah Ibtidaiyah Darul Ilmi.

The similarities between the previous and current studies were the previous and current studies examine about gamification using Duolingo in teaching and learning English. The difference between the research above and this research were the object, objective of the study, data collection, population and sample. The previous study applied data collection conducted through three steps process: pretest-treatment-posttest to investigate objective of the study. While, current research applied three steps of process and questionnaire as the data collection.

Based on the previous related findings, the researcher then concludes that the similarity of this research and previous findings are focusing on the aspects, there are implementing gamification method and using Duolingo application as a media of learning, meanwhile the differences of findings above and the current research can be seen on the research design, the research's focus and another application that used in to improve students' speaking skills.

## **B. Theoretical Background**

### **a. Speaking**

#### **a) The nature of speaking**

There were common idea about speaking where speaking was the most important thing to did way of easiest communication to help people to understand each other.

According to Ur as cited in Arismunandar (2016), speaking was fundamentally an instrument act. Speakers talk in order to have some effect on their listener. It was the result of teaching learning process. Students' skill in conversation was core aspect in teaching speaking, it becomes vitally aspect in language teaching learning success if language function as a system for expression meaning.

According to Tarigan (1990), speaking was one of the language skills in oral form to express the speakers' ideas to everybody else. While speaking was the informal interchange of thought and information by spoken words.

It was important to know the situation in communicating with other people, whether the situation was formal or informal. In addition, It was important to know the language used. In this case, it could be an English standard or non-standard so,they can communicate

effectively. As a foreign language, the speaker obviously has to try to speak as native speakers. In order to be able to speak English better, it was important to learn all of the four skills in English as well because it was very helpful to learn the language quickly and successfully.

Based on the description above, the researcher concluded that speaking was skill that cause people could communicate with other people and could be understand each other.

#### **b) The meaning of speaking ability**

Underwood (1997) defines that speaking means creative process; an active interaction between speaker and listener that involves thought and emotion. Speaking involves three areas of knowledge. They are mechanics (pronunciation, grammar, and vocabulary).

In addition, according to Brown and Yule (1983) there were three parts versions of situation of speaking, speaking as interaction, refers to what was normally meant by "conversation" and describes interaction which serves social function, speaking as transaction which refers to situations where the focus was on what was said or done and speaking as performance refers to public talk.

Speaking was an articulation of sound to express thought. Tarigan (1990:15) state that speaking was the capability in pronunciation sound or word to express though, idea or feeling, opinion and wish.

Ability refers to the quality or skill that someone has which makes it possible to do something. It can conclude that speaking ability means a skill to utter the articulation of sound to express thought, opinion and desire to the other person.

c) The function of speaking ability

Brown and Yule (1983) described a useful distinction between two basic language functions. These were the transactional function, which was primarily concerned with the transfer of information, and the interactional function, in which the primary purpose of speech was the maintenance of social relationship.

Another basic distinction when considering the development of speaking ability was between monologue and dialogue. Their ability to give an uninterrupted oral presentation was very clear from interacting one people and another speaker for transactional and intersectional purpose, while all native speakers could and do use language interaction, not all native speakers have the ability to be extempore on a given subject to group of listeners. Furthermore, Brown and Yule (1983) suggest that most language teaching was concerned with developing skills in short intersectional exchanges in which the learner was only required to make one or two utterance at a time.

Based on the statement above, Bygate (1987) distinguished that between motor-perceptive skill, which were concerned correctly using the sound and structures of language, and interactional skill, which involves motor perceptive skill for the purpose of communication motor perceptive skill were developed in the language classroom through activities such as model dialogues, patterns practice, oral drills and so on, until relatively recently, it was assumed that the mastery of motor perceptive skill was that needed all one, in order to communicated success.

d) The aspect of speaking ability

Darmodihardjo in Fauzi (2012) stated about the aspects of speaking that was "the requirements of effective speaking such as: intonation, phonetic transcription and environment expression" Meanwhile, Harwas as cited in Fauzi (2012) clarified as follows like writing speaking was complex skill requiring the simultaneous use of number of the different abilities which often developed of different rates either four of five components were generally recognized in analyze of the speak process:

- 1) Pronunciation including the segmental features vowel and consonants, vocabulary, stress and intonation pattern the flow speech,
- 2) Grammar,
- 3) Vocabulary,
- 4) Fluency (the case and speed of the flow speech).
- 5) Comprehension for oral communication certainly requires a subject the response to speak as well as imitation.

Based on the statement above, it could be concluded that the aspects of the speaking ability in this research were:

- 1) Pronunciation competence,
- 2) Grammatical ability,
- 3) Vocabular mastery,
- 4) The fluently of speaking,
- 5) The understanding of the topic of speaking.

b. Gamification Learning Method

a) Defeniton of Gamification Learning Method

Werbach and Hunter (2012) stated that "Gamification are the use of game elements and Game Design techniques in non-game contexts. It means that making all those routinely and boring activities like work or etc. become interesting to do due to the mediation of the game mechanics.

Wood & Reiners (2015) argue that gamification in learning not only converts routine activities into games but redesigns the work process with game mechanisms for a pleasant experience. Gamification focus is the user or in this case the student.

Based on Schnepp (2014), the game mechanism in gamification to ensure the emergence of a sense of fun by students' millennial generation. Game mechanisms are able to build motivation and a sense of fun in the learning process to handle a problem through a pleasant experience.

Based on the previous understanding, it can be concluded that the method of learning is the process of learning gamification using game mechanisms applied in English language learning so that students are interested. Gamification with other media will be made by researchers and subject teachers according to the characteristics of Moncada. There are 11 characteristics of gamification according to Moncada and Moncada (2014), as the following:

- 1) There are a clear learning objective and learning results.
- 2) Gamification activity in accordance with the required ability.
- 3) Provide challenge and drive to win.
- 4) Provide a safe environment when it fails.
- 5) Using a fun color.
- 6) Gives freedom to the layout.
- 7) The instructions are clear and concise.
- 8) Rules are easy to understand.
- 9) Provide clear feedback (gifts).
- 10) Content in it is accurate and clear.
- 11) Growing interactive activities.

#### b) Advantages and Disadvantages of Gamification Learning Methods

The Gamification learning method according to Moncada and Moncada (2014) has advantages as follows:

- 1) Increase motivation  
The learning process by using gamification can increase the student's motivation in learning. Students will feel happy because learning is more varied. Increased motivation will increase student interest to follow the full lesson.
- 2) Enhance creativity  
The use of gamification in accounting learning requires students to think creatively. Gamification learning method requires students to find a way out and think of strategies for running the game. Gamification reduces students' dependence on teacher delivery.
- 3) Increase interest  
Gamification stimulates student interest that can increase interest.

The advantages of computer-based gamification according to Schneep (2014) are able to facilitate the millennial generation to learn according to their growth characteristics with technology. Learning using gamification will be easily accepted by them. According to Heni Jusuf (2016) gamification has 3 psychological advantages, namely cognitive, emotional, and social, so it can increase the motivation of players in learning something.

The advantages gamification according to Adnan (2013) as the following:

- 1) Learning becomes more fun.
- 2) Encouraging students to complete their learning activities.
- 3) Helping students focus more and understand the material being studied.

- 4) Providing students opportunities to compete, explore and excel in the classroom.

On the other hand, some weaknesses will increase if the gamification is not applied well according to Adnan such as:

- 1) Predictable and boring.
- 2) Be meaningless, if the learning objectives are not well described.
- 3) Destructive psychology.

### c. Duolingo

#### a) The definition of duolingo

As Fitriani et al. (2021) stated that the use of online platforms in teaching and learning would benefit students to be independent learners. One of the online platform as one of the gamification tool is Duolingo. From its website, it is recognized that it has more than 30 million registered users. Duolingo is a free app created by Luis Von Ahn and Severin Hacker in November 2011. According to its website, it has more than 30 million registered users. It offers several languages for English speakers as well as others for non-English speakers.

It extends several languages for English speakers as well as others for non-English speakers. Based on Redjeki and Muhajir (2021) It has an excellent learning strategy because it has a very motivating learning method that uses a game mechanics approach to motivate students to learn primarily.

The preliminary results recommend that Duolingo is an easy-to-use app that is beneficial. One media of gamification, called Duolingo, will be the centre of this research and has potential even though its main lesson is not based on communicative competence. It is usually interest students because of several elements, such as the accessibility on a mobile device, its gamification aspect, and the variety of tasks. Then, Duolingo can make the players stay motivated with rewards by earning virtual coins, unlocking new levels, and watching their fluency scores rise as they master new words, phrases, and grammar.

Based on the explanation above, the researcher can conclude that Duolingo is an online platform and mobile application that offers users a free and innovative way to learn new languages.

#### b) Common Exercise in Duolingo App

The app then inquires whether the learner already knows anything about the language, and if so, it provides the learner with a placement test. If the learner is new to the language, they start with the basics. It is safe to say that Duolingo is a very straightforward app and very simple to use. Without any more questions or even registration for the course, the learner can go right into their first lesson by tapping Start. The exercises are of many types:

- 1) Translation exercises, in which the learners translate from the language they know to the language they want to learn or the other way around.
- 2) Matching exercises, in which learners see a photo and match it with the words given or the other way around.
- 3) Pairing exercises, in which learners are given an even number of equivalent words from both languages and are asked to pair them
- 4) Listening exercises, in which learners listen to a short phrase in the second language and have to type it correctly .
- 5) Speaking exercises, in which learners have to say what they hear.

Each lesson contains 10 to 15 exercises, a few from each of the categories mentioned above, and learners have a progress bar on the top of their screens. Every time they get an answer right, the bar moves a little bit forward. Every time they get it wrong, the bar does not progress, Duolingo points out the mistake and repeats the question at the end of the exercises

until the progress bar is completed. Duolingo also allows the learners to go back to whichever lesson they want, whenever they want, even if they have gotten all the answers right.

#### d. Interest

##### a) Defenition of interest

Interest can be define as a sense of concern with and curiosity about someone or something. According to Arismunandar (2016), talking about interest would take someone to think about his positive response or attitude to something likes, enjoy, and appreciate which makes him having a desire to do.

##### b) Type on interest

Interest divided into four types. They were expressed interest, inventoried interest, tested interest, and manifested interest.

- 1) Expressed interest: it was a type of interest which was defined as verbal expression of liking or disliking. Something related to maturity and experience.
- 2) Inventoried interest: it was determine by interest checklist. Someone's interest was measured by asking him/her to answer a number of questions whether or not one likes or dislike contains activities or situation. Usually, pattern of how high and how low interest normally result. Therefore, the observer of the test could begin to determine whereas of liking or disliking.
- 3) Tested interest: measuring the knowledge of vocabulary one has in specific interest area, was a way to determine the tested interest. This measure was based on an assumption that interest was resulted in the accumulation of relevant information as well as specialized vocabulary.
- 4) Manifested interest: it was observable interest in which an individual does not express his interest through words but through action based on the given activity. It was observable become the individuals' participation in the activity was visible. However, this kind of interest could also be misleading, for participations in a given activity may be necessary for certain fringe benefit to occur. Therefore, it was usually valuable to observe activities related to the events as well as individual participation to determine the degree of manifest interest. Thus, lack of participation does not mean lack of interest, such as cost or time many affect participation and manifest interest.

##### c) Factor influencing students' interest

According to Harmer in Fitriani (2015), there were two factors could affect students' motivation as well as their interest in learning, namely intrinsic and extrinsic motivation. Intrinsic motivation concerns any factors that exist within the learner, such as internal drives such as interest, personal satisfaction, and the desire to develop, where the action itself is important and enjoyable. Extrinsic motivation consist of two main types; First, integrative motivation in where the students need to be attracted by the culture of target language community. Second, instrumental motivation which describe situation in which students believed that mastery of the target language was needed.

##### d) Interest and learning

Interest in learning were addressed in three categories adapted on Arismunandar (2016), namely:

- 1) Individual interest, which was a personal quality that was quite stable and fluctuates little
- 2) Situational interest, which was an emotional state elicited by amusing mathematics-related activities or the content of teaching materials
- 3) Interest-induced psychological state that occurs when an individual was showing intense interest in something and he/she focuses all attention on what sparks that interest, while ignoring anything else in the surroundings.

According to Hammer in Fitriani (2015) also said interest could be generated in a classroom setting to offer meaningful options to students by:

- 1) Selecting well-compiled teaching materials.
- 2) Selecting teaching materials that were full of variation and also liveliness.
- 3) Selecting teaching materials that students have prerequisite knowledge of.
- 4) Encouraging students to be active participating learners.
- 5) Giving hints or reminders immediately relevant to students.
- 6) Putting to use ideas of novelty and variation.
- 7) Helping the teacher set an example by showing passion and interest about what was being taught.

e) Intrinsic and extrinsic motivation within Self Determination Theory (SDT)

Based on Deci & Ryan (2000) stated that "Technically intrinsic motivation pertains to activities done "for their own sake," or for their inherent interest and enjoyment". Play, exploration, and curiosity appear to be activities that exemplify intrinsically motivated behavior, because these activities do not depend on external incentives or pressures, but rather provide satisfaction and joy. In addition, Ryan & Deci (2017) said that, although "fun," such inherent propensities toward interested engagement and mastery are also serious organismic business, intrinsic motivation is likely responsible for the preponderance of human learning across the life span, as opposed to externally mandated learning and instruction.

According to SDT there are three attributes of intrinsic motivation, namely:

- 1) Interest
- 2) Enjoyment
- 3) Inherent satisfaction

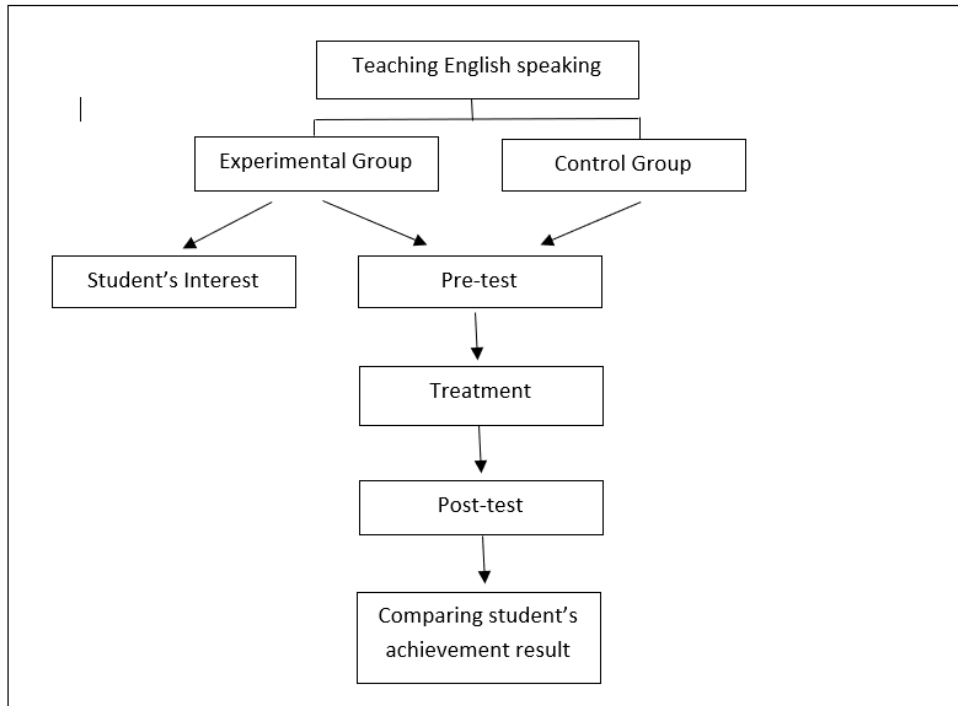
Category of extrinsic motivation, which concerns behaviors done for reasons other than their inherent satisfaction. In the extrinsic motivation, Self determination theory specified four major subtypes;

- 1) External regulation, concern behaviors driven by externally impose rewards and punishment.
- 2) Introjected regulation, concern extrinsic motivation that has been partially internalized, behavior is regulated by the internal rewards of self-esteem for success and by avoidance of anxiety, shame, or guilt for failure, such as ego involvement.
- 3) Identification regulation, where the person consciously identifies with, or personally endorses, the value of an activity, and thus experiences a relatively high degree of volition or willingness to act.
- 4) Integration regulation, which the person not only recognizes and identifies with the value of the activity, but also finds it to be congruent with other core interests and values.

Autonomous extrinsic motivation shares similarities with intrinsic motivation that it is highly volitional, but the difference lies primarily in that intrinsic motivation is based on interest and enjoyment. People engage in the behavior because they find it interesting or even enjoyable, whereas identified and integrated motivation is based on a sense of value. People view the activity as worthwhile, even if it is not enjoyable.

### C. Conceptual Framework

The concept which supports this research can be shown in logical and clear relationship in the following framework as follow:



**Figure 2.1** Conceptual Framework

Based on the conceptual framework in figure 2.1, it shows the process of the implementation of gamification method to improve students speaking skill. The Researcher do english teaching for two classes, those are experimental class and control class. Both experimental and control class are given a pre-test at the first meeting before conducted the treatment. This helps the researcher to measure the initial speaking skill of students for the two classes before getting the intervention. Then for the next meeting, the researcher conducted the treatment for experimental and control class about several meetings. The Experimental class is given a treatment with implementing gamification method using duolingo app as a learning tool to improve students speaking skill. While, the control class is implementing lecturer method as a treatment in the teaching process. Following the treatment phase, both of the class are given a post-test to measure the speaking ability of students after the learning intervention has given. Besides that, a questionnaire are given to experimental class before and after the treatment to measure are there any improvement in term of students' interest after implementing gamification method in the learning process. Then, the researcher compare the students' achievement results to determine wheter the experimental class or control group shows a greater improvement in students speaking skill.