CHAPTER I
INTRODUCTION

This chapter presents an introduction chapter that includes a background of the study, research questions, research aims, scope of the study, significance of the study, clarification of key terms, and organization of the paper.

1.1   Background of the Study

In the past decade, research has consistently highlighted the critical role of motivation in language learning. Dörnyei and Ryan (2015) underscore that motivation drives learners to invest time and effort, influencing their persistence in the face of challenges. Similarly, Ushioda (2020) emphasizes that motivated learners are more likely to employ effective learning strategies, leading to better language acquisition outcomes. In this case, motivation significantly impacts students' language learning success and the speed at which learners acquire language proficiency. Similarly, student motivation in learning a language affects the effectiveness and efficiency of student learning. Christiana (2009) proposed that motivation is an important aspect that helps students achieve many specific objectives in their academic lives. It serves as a key driver of both the initiation and persistence of learning efforts. Also, motivation is an internal condition that can motivate learners to act which drives them to certain behaviours (Harahap, 2021). Motivation influences learners' willingness to engage with the language, their ability to overcome obstacles, and their commitment to long-term language acquisition. Studies by Lamb (2017) and Al-Hoorie (2018) further illustrate that motivation not only affects the initial stages of learning but also plays a pivotal role in sustaining long-term language learning efforts. Consequently, fostering motivation is essential in educational contexts to support successful language learning.

Currently, technology is opening fresh possibilities in the educational field, including language learning. This learning opportunity has been investigated in the field of Mobile-Assisted Language Learning (MALL) and Mobile Learning (m-Learning) by many researchers. Mobile-assisted language learning is part of m-learning, where assessing learning information is done through mobile devices (Brew, 2017). Mobile-Assisted Language Learning can be accessed easily on

various devices and flexibly, anytime, and anyplace. Conducting MALL requires digital learning materials or applications before the learning activity begins. The rapid development of language learning programs (apps) for mobile devices has increased the popularity of mobile technology in language learning (Hidayati & Diana, 2019). Also, mobile devices have their place in people's lives and as an important part of the development of the current era. Therefore, teachers or learners do not have to worry about getting mobile devices, learning materials, or learning applications in today's era.

Nowadays, there are plenty of learning applications available that may help learners study a language in their spare time, but many of them are not fully free to use. Duolingo is a free learning app that everyone can use. According to Saraswati et al. (2021), Duolingo is one of the most popular language-learning programs that can be used independently. Also, Nushi and Eqbali (2017) mentioned that Duolingo provides personalized tasks for each learner, concentrating on their weaknesses and increasing their skills. Furthermore, Duolingo can keep learners interested while reducing self-consciousness about learning by using gamification techniques such as levels, points, exp, store, rank, graphics, sound, and more. However, the problem is whether learners have the motivation to use Duolingo, especially outside school hours. In the Indonesian context, students' motivation is still at a low level because they lack confidence at times (Purnama et al., 2019).

During learners' spare time, they are free to do anything they choose with their time, whether it is playing or studying. When students study independently outside of school hours, they are free to decide what they want to learn depending on their interests in a less stressful and pleasant environment (Saraswati et al., 2021). However, motivation is required before the learner can start the application. Students who are eager to study a language outside of school hours and start planning individual learning activities on their own are autonomous learners. Holec (1981), (as cited in Tsai, 2016) stated that students perform learners' autonomy by choosing objectives, content, and progression, selecting methods and procedures, monitoring acquisition, and assessing what they have learned.

Nevertheless, in the Duolingo case, student motivation can be a problem when learners do not have high motivation in learning languages and in using the Duolingo application. A study conducted by Amin (2021) explains when the learning process in the classroom is only focused on the material provided by the educator, or when online learning students are only asked to complete an assignment from the book, the problem of students' motivation is highlighted. Mulya and Refnaldi (2016) state that language learners need to be motivated to make sure they come back to the application and engage in some more language fun.

It is the teacher's responsibility to keep learners engaged and enthusiastic in learning. Harahap (2021) argues that students' motivation to learn any subject has a significant influence on their understanding of the content being studied. As a result, teachers must be aware of the aspects that might increase as well as decrease students' motivation. For instance, learning on their own or becoming an autonomous learner is an indication that students' motivation has increased and difficulty finding time to study a language indicates a lack of learners' motivation. Therefore, this research was intended to find out what factors influence students' motivation when using Duolingo.

1.2 Research Questions

Knowing the importance of students' motivation in learning activities, teachers need to understand the factors that can affect students' motivation. For this purpose, the researcher constructed research questions:

1) What factors influence students' motivation when using Duolingo?
2) How does Duolingo promote learners' autonomy?

1.3 Research Aims

This research aimed to explore the factors that influence students' motivation when using Duolingo and to determine whether it promotes students' autonomy.

1.4 Scope of the Study

To achieve the research objectives, this research focused on high school students' motivation to use Duolingo and examined the factors that influence it. The analysis will focus on the psychological needs in self-determination theory as well as internal and external factors that affect students' motivation. In addition,

the participants in this research will be 11th-grade students from one public high school in West Java. Additionally, this research seeks whether the use of Duolingo by students can foster learners' autonomy. Although the applications used for this research can vary, the researcher decided to use the Duolingo application to find out the factors that influence student motivation when using Mobile-Assisted Language Learning (MALL).

1.5 Significance of the Study

The results of this study are intended to help teachers consider the use of Mobile-Assisted Language Learning (MALL) for their students, such as Duolingo, which hopes to help promote learners' autonomy. Also, the findings of this study could be beneficial to teachers to know the factors that influence students' motivation when using MALL. Thus, teachers can keep their students motivated and prevent anything that reduces students' motivation when using language learning assistant applications.

1.6 Clarification of Key Terms

To avoid misunderstanding and misinterpretations from this study, the following terms are defined:

1. Learning Motivation

Learning motivation is a critical factor influencing educational outcomes, encompassing both intrinsic and extrinsic motivators. Interinsic motivation refers to engaging in an activity for the inherent satisfaction and interest in the task itself, without the need for external rewards (Deci & Ryan, 2017). While, extrinsic motivation refers to engaging in an activity to obtain an external reward or to avoid punishment, rather than for the inherent pleasure of the task (Deci et al., 1991). As Brown (2007) explained, motivation is the internal drive that pushes someone to do things to achieve something. Motivation is essential because if people want to achieve something, they will work hard to make it happen (Husna & Murtini, 2019). In this study, learning motivation is students' desire to learn on their own accord, driven by internal and external factors motivation to achieve their learning goals.

2. Self-Determination Theory

Self-Determination Theory (SDT) states that human motivation is primarily driven by the satisfaction of three basic psychological needs: autonomy,

competence, and relatedness (Deci & Ryan, 2000). According to SDT, when these needs are met, individuals experience increased motivation, engagement, and well-being, while threatened needs can lead to decreased motivation and psychological distress. The theory emphasizes the importance of a supportive environment in fostering intrinsic motivation and personal growth (Deci & Ryan, 2000).

3.   Mobile-Assisted Language Learning (MALL)

Mobile-assisted language learning (MALL) is language learning that is supported or enhanced using a mobile device and it is a part of Mobile Learning (m-Learning). According to Brew (2017), Mobile Learning, often known as m-learning, is an approach to assessing learning information via mobile devices. Its emphasis on student flexibility–allowing them to decide when and where they want to access learning–means they can move at their own speed, enhancing engagement and information retention (Brew, 2017).

4.   Duolingo

Duolingo is a learning application that will help learners study the target language that was developed by Luis von Ahn and Severin Hacker in 2011 from Cambridge Mellon University. It uses gamification to engage learners and make the study interesting. According to Duy (2018), originally, Duolingo's goal was to develop a free and entertaining worldwide language learning platform that would be enhanced by the translations of its users.

5.   Learners' autonomy

In this study, learners' autonomy or learners' autonomy refers to the ability to direct one's learning (Holec, 1981) as well as the ability to apply what one has learned in various contexts (Little, 1991). However, according to Benson (2013), the focus of learners' autonomy has shifted from the 1970s due to the extensive use of technology in language acquisition. The focus of studies on learners' autonomy has shifted from how to promote learners' learners' autonomy to evaluating learners' learners' autonomy with the use of technology (Tsai, 2016).

1.7   Organization of the Paper

The paper of this study is organized into five chapters. The organization of every chapter is presented below:

Chapter I: Introduction

This chapter presents an introduction chapter that includes: 1) background of the study; 2) research questions; 3) research aims; 4) scope of the study; 5) significance of the study; 6) clarification of key terms; and 7) organization of the paper.

Chapter II: Literature Review

This chapter describes a clear context for the topic or problem raised in the study. It discusses the theoretical framework and related studies relevant to the research questions. The literature review includes motivation in language learning, self-determination theory, intrinsic and extrinsic motivation, learners' autonomy, gamification to motivate students in learning, Mobile-assisted language learning (MALL), and several related studies.

Chapter III: Methodology

This chapter explains the research methodology used in conducting the study, including the research design, research site and participants, data collection, and data analysis.

Chapter IV: Findings and Discussion

This chapter shows the findings of the study and the analysis of the data based on questionnaires and interviews. The findings will be discussed with the theory and several related studies.

Chapter V: Conclusions

This chapter presents the conclusion, implications, and limitations of the research as well as recommendations for further research based on the findings and discussion from the previous chapter.