

CHAPTER II

REVIEW OF RELATED LITERATURE

The chapter consist of theories related to the content of this study. There are some parts in this chapter those are the definition of vocabulary, aspect of vocabulary, learning vocabulary, definition of Duolingo, Duolingo application and feature, advantages of using Duolingo, PowerPoint, and previous studies.

A. The Definiton of Vocabulary

Vocabulary knowledge can be divided into productive and receptive knowledge (Nation and Meara 2002). Productive vocabulary knowledge includes the words that an individual is able or chooses to use appropriately and accurately through speaking or writing (Nation 2001). In other words, receptive knowledge carries the idea that people receive language input from listening, speaking, and trying to comprehend information while productive knowledge implies that people produce language forms by speaking and writing to convey messages to other (Nation 2003).

Receptive vocabulary knowledge includes the words that an individual is able to remember the meaning of and understand while listening to or reading a word (Meyer and Schmitt 2002). Productive vocabulary knowledge includes the words that an individual is able or chooses to use appropriately and accurately through speaking or writing (Nation 2001). Applied to study of vocabulary, receptive knowledge suggest that receptive vocabulary is gathered from listening, reading, and retrieving their meaning whereas productive vocabulary use occurs when a person wants to express vocabulary through written or spoken forms (Meyer and Schmitt 2002).

From the definition above, we can conclude if vocabulary is all about words in specific language or pronouns the we try to understand. Vocabulary is very important to learn, many websites are useful to help improve vocabulary. Vocabulary, whis is usually developed with age, works as a useful and basic tool for communication and knowledge acquisition. Getting a broad

vocabulary is one of the biggest challenges in the second language. Also included from some expert opinions about vocabulary, if vocabulary learning can be done with a variety of methods.

B. Aspect of Vocabulary

According to Mardianawati (2010:11). There are 3 aspects that must be considered in vocabulary learning. Vocabulary aspect as follows:

a) Meaning

When the teacher tells students about meaning, the the teachers must explain that a word may have more than one meaning when used in a different context. To find meaning, the teacher can instruct his students to open dictionary. According Nurhayati (2015) Aspect of Meaning (2) “meaning relationship. How the meaning of one item relates to the meaning of others can also be useful in teaching. There are various such relationships: here are some of them main ones.

b) Synonyms: item that mean the same, or nearly the same: for

c) Antonyms: item that mean the opposite; rich is antonym of poor.

d) Translation: words or expression in the learners mother tongue that are more or less equivalent meaning to the item being taught.

C. Learning Vocabulary

Teachers have always been naturally interested in how learners go about learning vocabulary. If we know more about learner strategies and what works well, we can help learners get more benefit strategies. According to Brown and Payne in(Hatch and Brown 1995). Did an analysis that resulted in a very clear model where the strategies fall into essential steps:

a. Getting the word meaning

Getting the meaning of words, language learners may also need a different kind of definition of distinctions depending on the words being learned and the reason for needing them.

b. Consolidating word form and meaning memory

In this step, the students do the exercises in order to make a memorable connection between the form and the meaning of the words. Many types of learning vocabulary training such as us flashcards, matching exercises, crossword puzzles, strengthen the form-meaning connection.

c. Using the word.

The final step in learning words is using the words. It has a goal to provide a mild guarantee that words will mean not to fade from memory once they are learned.

D. Teaching Vocabulary

Harmer in Aim (2013:14) states that teaching vocabulary is clearly more than just presenting new words. Furthermore, he states that teaching vocabulary is a part of the language teaching. It means that when a teacher teaches vocabulary to his students, he should know their characteristic so that can be chosen suitable technique or methods which make the students enjoy and active in learning vocabulary in the classroom. It will be to increase their particular vocabulary mastery and their English ability in general. According to Wallace (1988) teaching vocabulary is complex process. The students aim to be reached in learning vocabulary process is primary their ability to recall the word at will and to recognize it in spoken and written form.

Based on the theories above, it can be summarized that teaching vocabulary is the list of word in language with meaning and it is very important to develop student's ability in learning speaking, listening, reading and writing as the fundamental in learning language and to apply in their life with meaningful.

E. Problem in Teaching Vocabulary

Edelma (2000) stated that there is problem of strategy in teaching vocabulary that the teacher must turned classroom into a positive and fun learning experience. It follow the natural approach to learning a second language by providing students with a real life experiences geared

to learning vocabulary in a meaningful context, make language both more significant and more memorable. It also encourages students to be active, enthusiastic and animated. It avoids repeating boring drills, memorizing long list, translating, and learning vocabulary in isolation. The teacher also should increase the students interest in the subject, then, motivating them to pay more attention and to learn more. Even though the students are constantly challenged with the learning of the new language, almost all of the activities in teaching vocabulary are achievable to avoid frustration.

The more creative teacher will produce better result. In fact, student in the class, the teacher has to make decision on how to manage the class or even to teach the material. There are any methods to teach language, but teaching in front of class depends on teacher themselves or their technique in teaching.

Freeman (1986) said method comprising principle and strategies. The strategies are the behavioral manifestation of principle, in other words, one classroom activities and procedures are derived from an application of the principle. They additionally said although certain strategies are associated with particular principles most strategies can be adapted to any teaching style and situation.

English teacher has to know various strategies of presenting the vocabulary, in order the students can be understand what the teacher expects then to do. The strategies function not only to assist the students to grasp meaning of new the words easily, but also make the variation of teaching in order to avoid the passive class.

Lado (1994) pointed out some ways to teach vocabulary to the students who are learning foreign language. Steps are as follow:

- a. Hearing a word. Chance to hear the word in solution two or three repetition can be given in order that they hear to correct pronunciation.

- b. Pronunciation the word. The students should be given chance to pronounce the word since it will help them remember the word longer and identify it more readily when they hear and see it.
- c. Grasping the meaning. The teacher should help the student get the meaning of the word without using translation.

Part of the problem in teaching vocabulary lies in how to select what vocabulary to teach (Harmer in Aim, 2013). Recent research, however, indicates that vocabulary teaching may be problematic because many teachers are not “confident about best practice in vocabulary instruction and at times don’t know where to begin to form an instructional emphasis on word learning” (Berne & Blachowicz, 2008)

Based on the explanation above it can be summarized that there are many problems in teaching vocabulary such as; the teacher must turned classroom into a positive and fun learning experience, and also the teachers should know the suitable strategies in teaching English vocabulary to their students.

F. Definition of Duolingo Application

Duolingo is a free language learning application created by Luis von Ahn and Severin Hacker. This application, in addition to being available in the web version, is also available in the android, iOS and Windows Phone versions. Duolingo builds a world with free education and no language barriers. Users are bale to learn language for free while simultaneously translating web (Jaskova 2014). In November 2016, the application provides 66 different language courses that are still being developed. Around 120 million users from all over the world have registered in this application.

Duolingo provides written and sound learning, there is also the practice of speaking for more experienced users. Duolingo has an ability tree where users can complete a chapter then go

to another tree branch. Users get “experience points” (XP) after they finish a chapter, enough points can increase the level of users. The finished chapter will be golden, over time if the user rarely practices, the color of gold can be disappear and the user must complete the chapter. If the user has completed all the chapters in one course they can repeat the exercise (Jaskova 2014).

Each chapter consist of sentences that must be translated, the sentence can contain new words or have been learned, the user can copy the meaning of the sentence by holding the mouse pointer over each word. After the user sends the translation, they can immediately find out wheter they are right or wrong, each correct translation could be add points and vice versa, after full points then the chapter has been completed, the user can look back at what has been learned. Each sentence can be commented on by other users, some report errors, and other make jokes because the sentence sounds weird and funny (Jaskova 2014).

This application allows the student to learn many different languages, such as Spanish, English, French, Italian, or Portuguese. You only need to choose the language you want to lean on when you first use the application. And certainly, this application will also help you to improve the vocabulary you have (Jaskova 2014).

G. Duolingo Application and Features

First step, register on the Duolingo application. Please download Duolingo application on the play store. After that please login on Duolingo with email address. Finally, Duolingo can used.



Figure 2. 1 Duolingo Application's register

After the user is registered in the Duolingo application. The main menu could be appear in all categories in Duolingo. Users simply what courses they want to learn. As can be seen, Duolingo has many categories such as Spain, France, Turkey, and many more. Students can choose English for their studies. This Duolingo application not only offers one type of language, but there are also dozens of foreign languages that can learn (Jaskova 2014).



Figure 2. 2 Language Categories in Duolingo Application

After the chosen language is determined, the user could to determine in the learning target of the available choices. Next, there will be two lesson option “Start from the beginning” and “Placement test”. If the user feel need to learn from the basics, the recommendation is to choose the option start from scratch. But if users basic vocabulary and sentence ,astery are good enough, users try second option (Jaskova 2014).

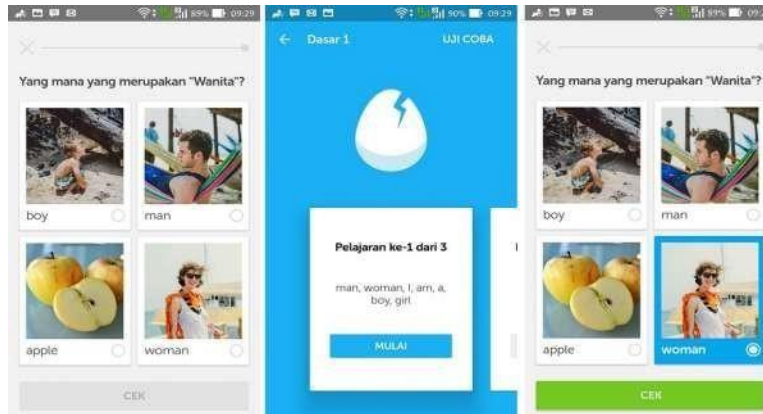


Figure 2. 3 Basic Level Duolingo Application

Each lesson consist of several question that begin with an introduction to vocabulary which continues the arrangement of the short sentence. For each correct answer. The user be rewarded a value that later be calculated as the final grade.



Figure 2. 5 Introduction Level Duolingo Application

In advanced lessons, the format is more or less the same as the basic level. But at this level, there is no more vocabulary recognition. The students are faced with the tasks of compiling verbatim from the requested Indonesian sentence. The author of Duolingo skillfully applies gamification into their system in order to engage and motivate their users. They are shown as follows reward in Duolingo. Lingot is reward. Users can easily collect a dozen of lingots by completing their lesson or skill (Jaskova 2014).



Figure 2. 4 Duolingo Application's Level



Figure 2. 7 Reward in Duolingo Application

Leader board: which shows users how they are doing compared to their friends, these are some great motivators to help the users coming back and learning.



Figure 2. 6 Duolingo's Leader board

Level-system: providing a way to track users daily activity and compete with their friends, XP (experience point) also determines users language "level", which displayed on their profile page and above their comments in discussions.



Figure 2. 8 Level systems in Duolingo

Badges Duolingo has some achievement token which are the skills a user has gained. They are displayed non the user profile. A badge is an excellent tool for making people feel invested in their studies.



Figure 2. 9 Badge in Duolingo Application

H. Advantages of using Duolingo Application

With the Duolingo application students can learn English gradually, starts from the basics such as object recognition and properties. Each task has several tasks that are very easy, students can answer this task and will be guided until successful in the task, so we will be given the right answer. Every day in Duolingo app will be given a task, students can set how many minutes of time to study starts from 5 minutes according to the time and students readiness (can be arranged) (Jaskova 2014).

Duolingo will teach to make the most appropriate sentence in the English contest Duolingo application will be taught how to pronunciation until truly fluent, and learn to hear English words and sentences. Learning English in Duolingo is like an English tutor, because the learning process is gradual, starting from the basic to the top level. Some of the tasks available on Duolingo. Basic learning, phrases, food, animals, pluralism, ownership (the introduction of common words that we often find and use every day) colors, conjunctions, questions, prepositions, use of date and time, family, etc.

Employment, adjective, information, place, object, community, travel, determinant, numbers, education, etc. Sports, communication, art, health, politics, science, business, capital, events, attributes, and many other tasks. From the researcher experience, the Duolingo application is truly the best English learning application from other applications. With the help of the Duolingo application as well as doing English tutoring, because there are enough methods and tasks available on Duolingo, so there are many English vocabulary from Duolingo (Jaskova 2014).

I. PowerPoint

PowerPoint is a presentation application program developed by Microsoft Corporation. Like other presentation processing software, PowerPoint can position text, graphics, video, sound and other objects on one or more pages. Individual elements are called slides (Damitri and Adistana 2020).

Microsoft PowerPoint is a multimedia-based program. This software provides facilities in the form of slides that can help in preparing a professional presentation, and also easily. This makes it possible for school teachers to use it as a learning medium (Purwanti, Widyaningrum, and Melinda 2020).

The PowerPoint application is equipped with quite complete and interesting features, such as the ability to process text, insert images, audio, animation, video, and there are effects that can be adjusted as desired, so that the appearance becomes more attractive (Wulandari 2022).

Files that take advantage of the advantages of the PowerPoint application are usually easier to access and more practical because we can access them directly without needing to be connected to an internet connection and the file size is also relatively smaller (Wulandari 2022).

J. Previous Study

To support this research, the researcher found some previous study that can support this study. The first research is from Addal Muddin (2018). The results of the training activities use the

Duolingo application as a medium to improve the Vocabulary of MtsN Bandar Aceh students. And researcher use the experimental Method with Post-Test and Pre-Test. The results of this research revealed the students were more motivated in learning, more skillful because the interest of learning increase, easy to understand the material, eliminate boredom in learning, encourage the idea of new ideas, and facilitate students in remembering also practice the material in daily life day.

The second research is from Ja'far Abdu Latief (2019). Second previous studies focuses how the implementation of Duolingo Android in enhancing the students writing simple sentences. The results of this research revealed the students got more idea after did the exercises in Duolingo. They also had repaired after using Duolingo. In Learning by own-self, they fel free and interested to know about the materials of simple past tense.

The third is an article by Cecep Abdul Fatah (2019). This focuses on the effect of using Duolingo application on students vocabulary knowledge in SMP Islam Taman Quraniyah Jakarta Selatan. And the researcher uses Quasi-experimental research. The results of this research revealed that Duolingo application can give a significant effect on students vocabulary knowledge because the score of vocabulary test after the writer doing treatments is higher than before being taught by Duolingo application.

The difference in the previous studies mentioned above with this research is that the previous studies used different strategies and objectives, and the focus of study was different from the use of Duolingo application for the Tenth grade of SMK Pawyatan Daha 1 Kediri. So the researcher hopes that this research will be btter rhan the previous studies. Because the Duolingo application is very useful as a teaching aid in the classroom, especially the use of the DUolingo application can help teachers in Learning in the classroom.