

CHAPTER I

INTRODUCTION

This chapter talks about the background of the study, the research problem, the objectives of the study, the significance of the study, and definition of the key terms.

A. Background of the Study

Learning a foreign language is one of the most important components of learning a language by increasing the vocabulary. Foreigners will find it challenging to understand a new language if they learn it without becoming fluent in its vocabulary. As the basic component of all languages, one of the components of English that students must acquire is vocabulary. In addition, there are linguistic elements such as pronunciation, grammar and vocabulary that connect these four key skills. According to Wilkins on Thornbury (2002, p13) that if we do not master grammar, we can only take a small part of the language, and without vocabulary, we cannot communicate anything. Ahour and Salamzadeh (2014, p. 12) stated that language is fundamental building blocks are words, which serve as the meaning-containment units from which bigger structures like sentences, paragraphs, and entire texts are formed. In other words, vocabulary is the foundation of language and must be acquired first.

The fundamental component of a language is vocabulary, it brings a purpose to a language. This suggests that learning additional languages will make

it easier for someone to communicate what they think. To generate, organize memory, and use newly learned words in a variety of contexts is the aim of vocabulary acquisition (Teng, 2016). English words are challenging, and it will be difficult to avoid forgetting them. Students won't be able to speak, write, read, or listen in English. Or, in other words, developing effective vocabulary-learning strategies is essential to mastering English. Modern teaching methods should be supported by teachers' ability to employ the newest technologies. Teachers using a range of instructional methods and media may help students enjoy learning English, especially when it comes to vocabulary mastering, which is one way to get over some of the challenges that come with it. We can learn with the aid of digital technologies. One media improving vocabulary mastery is the Duolingo app. This is a mobile learning program that extends to a range of subjects, including grammar, conversation, reading, writing, vocabulary, and listening.

Duolingo is a smartphone application for Ios and Android users, created and designed by Luis Von Ahn and Severin Hackers. Duolingo was launched in 2012 for iPhone users and released an Android app in 2013. Currently, Duolingo has been used by more than million users worldwide and scored 4.7 on the scale 5 that more than 11 million users have given. Habibie (2020) states Duolingo as a mobile app for language learning that combines questions about grammar with audio and visual elements. Silmi (2019), in her research, said that there are surprising facts related to student perceptions. All students agreed that Duolingo has good features and is easy to understand. This is also what makes all students

like this application. In addition, most students answered that they use Duolingo to learn vocabulary, improve listening and speaking skills, and complete writing assignments.

Some previous studies have investigated the use of Duolingo applications in education, especially vocabulary learning. In her study titled "The Use of Duolingo to Improve Students' Vocabulary Mastery in SMP Darul Fikri JOMBANG" Warda (2020), Playing Duolingo can help students become more effective with language at SMP Darul Fikri Ngoro JOMBANG Another example is from Matra (2020), which concentrated on expanding vocabulary. Her research revealed that the Duolingo app is helpful for teaching vocabulary in the classroom. Many studies on the use of the Duolingo application have shown that it can help students become more successful in vocabulary. (Ajisoko, 2020; Kusumadewi and Widyastuti, 2018; Tiara Rahman and Handrianto, 2021; Munday's, 2016). The similarity between previous researchers and this study is that both examine the effectiveness of using Duolingo in improving vocabulary mastery, while the difference is that this study focuses on vocabulary about animals, their characteristics, lifestyles and synonym.

Therefore, the researcher is interested in using Duolingo application teachers in classroom methods, especially when teaching English, and supporting students in building a better vocabulary knowledge through the use of "Duolingo Games." Because it is easy to use anywhere and by anyone, especially students, the Duolingo application was chosen by the researcher. The researcher wants to

know the effective of Duolingo if the teacher implements it in classroom learning for students in SMAN 1 Kediri. This study aims to see whether this application will help in their vocabulary progress or not. One expects a positive atmosphere in the classroom. It could be used as an alternative strategy for keeping students' vocabulary current. In light of this hypothesis, the researcher plans to carry out an experiment entitled "The Effectiveness of Using Duolingo on Students' Vocabulary Mastery at SMAN 1 Kediri". The writer is going to implement Duolingo as a tool in teaching and learning vocabulary, and the students' vocabulary mastery is expected to increase.

B. Research Problem

In line with the research background, the researcher formulates the following research questions "Is using Duolingo effective significantly on students' vocabulary mastery at SMAN 1 Kediri?"

C. Research Objective

This research is conducted to find out whether Using Duolingo is effective significantly on students' vocabulary mastery at SMAN 1 Kediri.

D. Research hypothesis

The research's hypothesis centers on the effectiveness of Duolingo on students' mastery of vocabulary. Two categories of hypotheses exist:

1. Null Hypothesis (H0)

The null hypothesis states that there is no significant difference between students' who are taught using Duolingo and those who are taught using Quizizz in learning vocabulary.

2. The Alternative Hypothesis (H1)

There is significant difference between students' who are taught using Duolingo and those who are taught using Quizizz in learning vocabulary.

E. Scope and limitation of the Research

Based on the explanation above, this research focuses on finding the effectiveness of using Duolingo is useful to help students' vocabulary mastery.

F. Significance of the Study

The study is expected useful for:

1. The Students'

For the students, it is hoped that the results of this study can enhance their abilities. In other words, the primary objective of the research is to determine if using Duolingo can increase their mastery of vocabulary. Duolingo is not just a learning tool, there are many aspects that you can enjoy from Duolingo such as Available on Android and Ios, effective, and easy to access, Duolingo enhances students' experience and helps them learn exciting ways to use Duolingo to enhance vocabulary mastery.

2. The English Teachers

For teachers, it provides further details to the teacher about a new type of classroom application that can be employed to increase vocabulary mastery and raise the quality of the teacher's English lessons. Additionally, the researchers hope this study will provide teachers with new insights into learning, especially in vocabulary mastery. Furthermore, the results of this study also aim to convey students' experiences using Duolingo to enhance their vocabulary mastery.

3. The Other Researchers

For other researchers, this study can be utilized to learn more about a variety of teaching tools and how students learn language with them, providing the fundamental data for additional research by other researchers who have an interest in teaching English, particularly in the teaching and acquisition of vocabulary mastery.

G. Definitions of the Key Terms

To make this thesis easier to understand, the researcher would like to define the words used in the title:

1. Student vocabulary

In the Big Indonesian Dictionary (1990), student means a person (a child who is studying, attending school). Meanwhile, according to Shafique Ali Khan (2005), student comes from the word student, which refers to a person who attends a learning facility in order to acquire or learn specific kinds of education. Here, students are research participants who are joining the vocabulary learning method with Duolingo as a tool. In the Oxford

Dictionary (2008, p.495), vocabulary is words that people use and know. In this search, the vocabulary is based on the basic vocabulary provided by Duolingo, which relates to animals, their characteristics, and lifestyles. Therefore, the definitions of the terms used by the students in this study are those that Duolingo provides and that students ought to be adept with.

2. Duolingo

Luis von Ahn and Severin Hacker created the Duolingo app (2012), which is a free language learning tool. In addition to the online version, the program is accessible on iOS, Android, and Windows Phone platforms. Twenty-two more language courses are being developed for the app, which as of November 2016 offered 66 courses in 23 languages. The app has nearly 120 million global users in attendance. In the future, Duolingo could prove to be a helpful resource for language acquisition and vocabulary improvement. This is based on Munday (2015, p.96), who says that Both in-person and online, Duolingo can prove a useful addition to official language programs provided by colleges or schools. That means, researchers are trying to integrate the students to increase their vocabulary by using the Duolingo app as a tool for learning English in the classroom.