CHAPTER I

INTRODUCTION

This chapter is an introduction of research paper. It covers background of the study, research questions, research objectives, research significances, research scope, conceptual framework and previous research.

A. Background

Education plays a crucial function in enhancing the quality of human capital in a more favorable trajectory. Muhammad Saroni (2011: 10) asserts that education is a lifelong process that harmonizes internal and external circumstances. The process above of balance serves as a means of survival, enabling individuals to engage in various activities throughout their lives and cultivate their spiritual fortitude. Education is anticipated to cultivate students who possess the capacity to cultivate their attitudes, skills, and intellectual intelligence, so transforming them into capable, intelligent, and decent individuals. It is undeniable that education is affected by technological progress; there are many benefits to using technology in learning. According to Indrajit (2004), the roles of information technology in education encompass several vital functions. These include serving as a repository of knowledge, functioning as a tool for learning, serving as an educational facility, establishing competency standards, providing administrative support, facilitating school management, and serving as educational infrastructure. For example, with easy internet access, teachers or teaching staff can easily find teaching support materials, such as online articles. The use of learning media significantly influences the results of learning objectives.

Optimal English learning is learning that is supported by good facilities and infrastructure. Therefore, using the broadest possible learning resources to optimize

learning English by utilizing information and communication technology is necessary. According to Muijs & Reynolds (2008) in their study on Effective Teaching, the incorporation of Information and Communcation Technology in the classroom resulted in heightened enthusiasm and improved on-task behavior among students when completing assignments. This can be attributed to the acquisition of new and diverse knowledge, known as the novelty effect. Today the development of information and communication technology can no longer be stopped. Every day there are innovations and updates regarding technology that aim to help human life worldwide, starting with the discovery of personal computers, mobile phones, notebooks, and the internet. Internet technology is the starting point for the rapid development of today's technology. The development of the internet has had an impact on the flow of information around the world. English is important globally since it is the most frequently spoken language. Most worldwide events are held in English, and it is used as a medium of communication in science, culture, and technology. The number of individuals acquiring proficiency in this language is increasing, and many depend on it for employment or achievement in this field (Agustin, 2015). Handayani (2016) asserts that using foreign languages, namely English, has evolved from being a luxury to becoming necessary in several productive industries. It serves as the primary language in modern-day society and it is known as the first (international) language.

Furthermore, English is a crucial subject at the junior high school level, to achieve ability in the English language, students must acquire a comprehensive set of skills that includes listening, speaking, reading, and writing. A crucial aspect of acquiring understanding in any language is in the mastery of its vocabulary. If students learn a new language without mastering the vocabulary, they would be difficult to understand that language. According to Allen (1983), in order to achieve ability in a language, students must acquire a vast vocabulary consisting of thousands of words. It is indicative that students need to have a variety of vocabulary in order to

optimally improve their skills in English, particularly in the context of communication. According to McCarthy (1990), communication can only occur in meaningful ways using words, regardless of how well students learn grammar or how well language sounds are acquired.

Based on preliminary obtained from English teachers at MTs Salafiyah Al-Mushlihin, many students need more vocabulary mastery. This could be seen from the students' minimal vocabulary mastery because most of them make mistakes in answering practice and test questions. This is known based on the test scores at the end of semester 1, class VIII A and B, below average. The average score of the eighth grade test was 48.2, with the highest score being 75 and the lowest score was 30. As for class 8 b's, the average test score was 44.9, with the highest score was 89 and the lowest 32.

The teacher should provide engaging media to develop student activities in learning vocabulary. The advent of information and technology today is one of many learning media that may be utilized to assist learning activities. Mobile learning has become popular in the field of education. Mobile Learning, according to Darmawan (2013, p.15), is an alternative that learning services must be carried out wherever and whenever. The increasing number of educational-themed applications, such as educational games, proves this. One of the popular ones is Duolingo.

Duolingo has grown in popularity since it is simple to use and is thought appropriate for increasing language abilities; the availability of several languages, including English, also supports it. Then, the researcher believes that this application can improve vocabulary mastery and purposely incorporates the notion of "playing while learning" to make it more enjoyable and straightforward for people of all ages based on several previous research.

The study by Erna Nursyamsiah (2021), stated the students of class VII at SMP Negeri 3 Agrabinta aimed to apply the Duolingo application media to improve

their mastery of English vocabulary. The objective of this study is to enhance the English vocabulary proficiency of seventh-grade students at SMP Negeri 3 Agrabinta by utilizing the Duolingo application as a medium. Regarding the utilization of Duolingo as media it has been determined that it could significantly enhance students' vocabulary mastery in English vocabulary at SMP Negeri 3 Agrabinta Cianjur. This is evidenced by the notable improvement in students' vocabulary mastery, encompassing the domains of word interpretation, reading, and writing. This can be seen from the percentage of students' completeness in the vocabulary mastery of interpreting words in the second cycle, which reached 91%, compared to the first cycle, which only reached 55%.

Based on the previous research, the researcher would like to use the Duolingo app to assist students in developing their vocabulary, as well as examine the effect of utilizing the the Duolingo application as a learning media into the vocabulary teaching at MTs Salafiyah Al-Mushlihin in the Academic year 2023/2024.

B. Research Questions

Based on the study's background description, the purpose of this research was to address the following three questions:

1. How is the student's vocabulary mastery by using the Duolingo application?
2. How is the student's vocabulary mastery by using the PowerPoint?
3. How significant is difference between the students' vocabulary mastery by using the Duolingo application and using the PowerPoint?

C. Research Objectives

According to the previously mentioned research question, the objectives of this study were as follows:

1. To determine the student's vocabulary mastery by using the Duolingo application.

2. To determine the student's vocabulary mastery by using the PowerPoint.

3. To determine the significant difference between the student's vocabulary mastery by using the Duolingo application and using th PowerPoint.

D. Significance of the Research

Theoretically, the results of this study could help study material and provide insight, information, and a clear description of the how to utilize the Duolingo app to boost students' vocabulary in English subjects. Practically, this study is significant to improve student's vocabulary mastery in English subjects and make make learning English more interesting and enjoyable by using the Duolingo application so their ability in English would also increase.

E. Conceptual Framework

All of the words that a person knows can be defined as vocabulary. Acquiring a wide range of vocabulary is a fundamental aspect of language learning, since it equips students with the essential knowledge to comprehend and communicate effectively in any given language. Through the acquisition of vocabulary, students gain the ability to construct sentences and effectively communicate their thoughts and emotions, both orally and in written form, fostering meaningful exchange among other individuals.

The definition of vocabulary might vary depending on the perspective. Several terms for vocabulary have been presented by experts. According to Richards and Schmidt (2012) vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write. According to Hatch & Brown (1995), vocabulary encompasses a compilation or collection of words specific to a certain language, or a compilation or collection of terms that an individual language speaker may employ.

Mastery of vocabulary is crucial for the learner's comprehension of the language. Vocabulary is one of the most important language components in learning

English (Nation, 2001). Acquiring a varied vocabulary can prove to be advantageous for students in their attempt of mastering the English language, as it serves as a valuable aid in comprehending and excelling in the various facets of the language. Within the context of language acquisition, it is incumbent upon students to acquire a vast vocabulary, since of vocabulary plays an important part in their learning process for successful communication. The significance of students' vocabulary understanding is unparalleled. It can be concluded that possessing a wide range of words includes the potential to significantly improve students' ability in acquiring a foreign language.

In learning English for eighth-grade junior high school students, there was material on ability and willingness to express themselves. Willingness expressions mean sentences that express a willingness or willingness to do something. Willingness itself means willingness, taken from the word "will", which means willing. Apart from that, there are also unwillingness expressions, meaning sentences or expressions that say someone does not want to do something. Then, it can also be asking for willingness, meaning asking whether other people are willing to do something. Someone can use "will" for events that are happening now (present tense) and "would" for events that happened in the past (past tense). Based on the interview with the English teacher, a problem in learning English was found, especially on willingness expression. Students faced difficulties determining the appropriate modal ability and willingness expression because it is crucial and has the rule of using modal expression. Because of that, students must also be more careful when making the sentence use modal ability and willingness expressions. When the students learn English, most do not understand anything and have difficulty remembering a single word. (Pasaribu et al., 2021).

Utilizing captivating media in the classroom is crucial for effective language learning. In addition, the utilization of media in the context of learning enhances student motivation. Therefore, the media conveys an exciting opportunity for

enhancing the value of language acquisition, offering it interesting and helpful. Therefore, by using interesting media the students would be easily to understand about the meaning of vocabulary.

Media is a communication tool used to deliver an information or content. According to Miftah (2017), media is a device that functions as a bridge in communication activities delivery and reception of messages) between the communicator (message delivery) and the communication message recipient). In order to attain effective learning, media serves as a conduit for delivering instructional information to students along the learning and teaching process. Learning or teaching media refers to any physical devices or objects teachers use to communicate messages to students, facilitating communication and involvement during classroom learning (Negara, 2014). In modern day today, using technological media enables teachers to disseminate instructional content and facilitate rapid comprehension among students effectively. One common application of media in language teaching programs is the teaching of English. The media plays a significant role and offers numerous advantages in the context of English language teaching. One of the advantages is the ability to support teachers and students throughout the educational journey, thereby enhancing student engagement and optimizing the efficiency of the learning process. Sahil Mehra (2004) stated that numerous media platforms have demonstrated increasing levels of innovation and efficiency over time, resulting in a continuous growth of the media industry. One of effective teaching media for addressing challenges in English language learning is the utilization of the Duolingo application as a learning media especially for teaching vocabulary.

Duolingo, a program devised by Luis Von Ahn and Severin Hacker in November 2011, is a cost-free platform. The motto it proudly boasts is "Free language education for the world." As per the information provided on its website, the number of registered users exceeds 30 million. Duolingo application provides a variety of language options to both English-speaking individuals and those who do

not speak English (Pillar, 2016). Regarding language learning applications, it is the researcher's conviction that Duolingo possesses the potential to enhance an individual's vocabulary proficiency in the context of communication.

By means of the Duolingo application, students effortlessly acquire new vocabulary at their own volition. Moreover, Duolingo provided vocabulary practice and gave opportunities for students to evaluate their knowledge and identify the need to continue improving (Guaquet, Cesar & Castro, 2018). It implies that Duolingo is portrayed as a learning media that could be utilized in classrooms to give students an exciting new way to learn based on material quality, feedback, and motivation.

Based on the explanation above, the researcher would like to carry out this research by utilizing the Duolingo program in expanding students' vocabulary, as well as investigating how Duolingo applications may assist students in improving their vocabulary in English subject. The purpose of this study is to show how Duolingo as an alternate method for enhancing students' English vocabulary.

F. Research Scope

This research discusses and focuses on the impact of utilizing the Duolingo application to improve students' Vocabulary. This study aimed to determine how much influence utilizing the Duolingo application as a learning media had in increasing the vocabulary mastery of eighth-grade junior high school students in English learning at MTs Salafiyah Al-Mushlihin.

G. Hypothesis

The hypothesis in this study is an alternative hypothesis (Ha) and the null hypothesis (Ho). The formulated hypothesis described as follows:

Ha: There is a significant score of the student's vocabulary using the Duolingo application

Ho: There is no significant score of the student's vocabulary using the Duolingo application

H. Previous research

Based on previous studies, several studies discuss and relate to utilization of the Duolingo Application as a Learning Media to Improve Students' Vocabulary.

Tia Delvanny, a researcher from Riau Islamic University in Pekanbaru, did this study in 2022. The research discusses the impact of using the Duolingo application on students' vocabulary learning. As a result, junior high school Siak Hulu students have found great success using the Duolingo app in the classroom. They have more fun and are more engaged and confident in their ability to communicate and acquire new Vocabulary via this app differs from what a teacher typically teaches. So, students using the Duolingo app showed significant gains in vocabulary size and variety.

Another study was conducted in 2016 by Lampung University academics Rizky Kurnia Wijaya, Hery Yufrizal, and Budi Kadaryanto. This study aims to investigate whether the implementation of the Duolingo application improves the English vocabulary of SMP seventh-grade students. Using the results of this study, researchers found that students who were taught through the Duolingo application could achieve better results in learning English vocabulary. Research shows that using the Duolingo application makes students more active and engaged in learning. This is supported by Clark (2013), who states that technology can enhance the

effectiveness of vocabulary teaching. They also demonstrated how technology can be a useful, satisfying, and creative tool and resource both within and outside of the classroom. Because utilizing the Duolingo app for vocabulary acquisition can result in improved outcomes for pupils during the teaching and learning process. The researcher recommends that English instructors utilize her Duolingo program to teach English vocabulary. This is due to the fact that it might pique students' enthusiasm in teaching and learning activities for others (Webb, 2005).