

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Globalization has resulted in the widespread use of the English language as the primary means of communication for commerce, education, business, and tourism on a global level. English is widely used by individuals of many linguistic backgrounds and nationalities as a communication medium in direct interpersonal interactions (Fithriani, 2018). The explicit statement may be found in several official papers produced by the government, particularly those about the field of education. Language is valuable in attaining economic objectives, fostering international interactions, facilitating social and cultural processes, and promoting educational and professional advancement for individuals. English is considered a crucial foreign language to acquire in Indonesia (Maduwu, 2016). English should be included as an essential course in the curriculum of Indonesian educational institutions, including elementary schools to institutions.

According to (Trisyianti, 2018), this previous progress signifies positive advancement in education in Indonesia, as it addresses the challenges presented by globalization. The English language encompasses four primary language abilities: listening, speaking, reading, and writing. In addition to proficiency in language abilities, three essential components need mastery. The three main components,

including language proficiency are vocabulary, pronunciation, and grammar. When acquiring proficiency in the English language, it is essential to provide instruction on three fundamental elements: pronunciation, grammar, and vocabulary (Ambara, 2020).

Learning vocabulary is crucial for students who wish to master English (Puspita, 2017). Students must acquire a sufficient vocabulary to facilitate their acquisition of other language abilities and components. Language with incorrect language structure is still comprehensible, whereas nothing can be communicated directly or in writing without vocabulary (Thornbury, 1999). Acquiring vocabulary is one of the most essential elements, without which neither comprehension nor production of language is possible. In other words, vocabulary is inherently interconnected with other linguistic abilities (Laufer, 1997). Vocabulary is essential; it is the basis of language complexity and the starting point for acquiring a new language (Basuki, 2018). As a result, studying vocabulary is essential for everyone learning a new language.

Although vocabulary is essential for learning English, many students struggle with it. Vocabulary instruction and study in the classroom may be tedious due to a lack of media utilization and variety in approach. Students with this condition have difficulty comprehending written materials or articulating their thoughts effectively. The most effective method to get students interested in learning new vocabulary is for teachers to develop and use innovative strategies and media. As Southerland said, Junior High School instructors must capture the student's interest since children of this age group frequently get bored. They utilize media in the classroom but do not support vocabulary acquisition with these tools. To help students of English avoid many common

difficulties, it is recommended that vocabulary be provided together with the four skills. These findings revealed that many students at SMPN 3 Candi Sidoarjo show low motivation in learning English and have difficulties understanding specific material due to limited vocabulary proficiency. However, the investigation discovered that this educational institution has a commendable reputation and maintains high-quality facilities.

A critical component of learning a language is attaining proficiency in the vocabulary of the target language. Furthermore, several academics argue that vocabulary has greater significance than grammar. According to Carter, vocabulary refers to acquiring and comprehending words and their respective meanings (Carter, 2014). Learning vocabulary is a fundamental skill that kids must attain to develop other competencies such as reading, writing, listening, and speaking. For effective communication, it is essential for students to possess a sufficient range of vocabulary. Learning complete knowledge and mastery of language is crucial in order to effectively develop proficiency in other competencies. Students need to possess knowledge of vocabulary in the process of learning English, as it enables them to effectively articulate their thoughts and engage in meaningful communication. Indeed, vocabulary cannot be separated from other aspects of language.

Vocabulary refers to the whole of words that a student has and employs while discussing a conversation about a certain topic or throughout the process of learning knowledge in a given field (Hornby, 2003). Nation argues that there exists a complementary link between vocabulary knowledge and language use. Specifically,

using an extensive vocabulary facilitates effective language use, while completing language use activities contributes to the expansion of one's vocabulary knowledge (Nation, 2001). One frequent problem seen with English as a Foreign Language (EFL) learners is their proficiency in vocabulary, specifically in the area of mistakes (Fithriani, 2021).

The impact of vocabulary is inadequate to instigate the implementation of English Language Teaching (ELT). The neglect of vocabulary teaching and learning in the context of English language acquisition, particularly in Indonesia, has been identified (Cahyono, 2015). The situation in question seems to give rise to a significant issue in language learning, namely a continued deficiency in students' vocabulary. This assertion is supported by Priyono's research, which indicates that students' restricted vocabulary is the primary obstacle they face while learning English in an English as a Foreign Language (EFL) setting (Priyono, 2004). This problem is perhaps related to the perceptions of vocabulary teaching and learning among instructors and students and the methods used in the practice of English Language Teaching (ELT) for vocabulary instruction.

According to Susanto and Fazlinda, the learning of vocabulary is a crucial factor in the development of the four language abilities. It is important to acknowledge that vocabulary mastery is a crucial aspect of language proficiency (Susanto, 2017). A technique of teaching vocabulary in educational settings involves the use of mobile applications that are grounded on the principles of Mobile Assisted Language Learning (MALL). The term "MALL" refers to using mobile phones in the context of language

learning and teaching (Beatty, 2003). In support of this, the National Reading Panels have asserted that technological devices might be an efficient medium for facilitating vocabulary instruction. This specific application game can enhance students' vocabulary skills while simultaneously captivating their interest in vocabulary acquisition. In addition, Thornbury states that effective educational games inspire learners to actively collect vocabulary items from memory, with a preference for such games that facilitate word memory (Thornbury S. , 2002).

The effective use of technology can serve as a compelling and complementary instrument to facilitate vocabulary acquisition among English Language Learners (ELLs). However, it is evident that technology plays a dual role, as it can have both positive and negative impacts. Consequently, many students need help comprehending the advantages of technology. Some people use technology, specifically smartphones, only for entertainment, such as playing games. Educators must address this issue, which presents a formidable obstacle in effectively using smartphone technology to attain optimal outcomes. Hartoyo believes that computers, smartphones, and the internet are tools and media created for humans to make it easier to learn a language. However, in practice, the effectiveness of the learner depends on the user (Hartoyo, 2008). After getting an understanding of the significance and purpose of applications, the researcher proceeds to choose an application that may be used to facilitate the learning of vocabulary. Nushi and Eqbali stated that, in fact, many language learning media have emerged, one of which is Duolingo (Nushi, 2017).

Duolingo is a free mobile application (web version available) and is statistically listed as a very popular educational application on the Google Play Store. Vesselinov, and Grego in (Nushi, 2017) statement that Duolingo is a language learning application by providing a game concept. So that when users use this application to learn languages will enjoy. Based on studies after using this application showed a statistically significant increase in language skills. Duolingo allows users to establish social connections by including friends in their network. The platform allows users to add their peers to the leaderboard and establish clubs, thereby fostering a sense of motivation among students. Additionally, the XP awarded by Duolingo upon completion of new language skills serves as a competitive measurement, further rewarding English language acquisition.

Duolingo provides on-screen presentations that allow users to assess their proficiency in English. The preceding exposition highlights the benefits of using Duolingo. Most of these platforms provide users with a reward and simple approach to engage in wordplay, translate, and employ their vocabulary abilities. As per the findings of Duolingo researchers, the application can potentially effect students' vocabulary proficiency related to the intelligent, adaptable, and practical features that facilitate an effective and enjoyable English language learning experience, therefore effective their vocabulary knowledge. Additionally, improve someone's skills.

There is a study on Duolingo conducted by Vesselinov and Grego examining “Duolingo performance research”: Final Report The study used a randomized, representative sample of Duolingo users (Grego, 2012). Learn Spanish participants

were at least 18 years old, Native English speakers who are non-Hispanic and non-intermediate speakers of Spanish and all participants living in the United States. Test scores were measured in points (the higher the better). The increase in language knowledge is measured by the difference between the final language score and the initial language score. The effectiveness of Duolingo is measured in the increase in language each lesson.

Thus, the researcher is interested in researching the impact of integrating the Duolingo program into classroom instruction on the students of SMPN 3 Candi. The objective of this study is to determine the potential effect of the treatment on participants' vocabulary improvement. A good attitude will be necessary inside the classroom. Additionally, this might serve as an additional method to improve students' language memory. Based on the previous clarification, the researcher intends to do an experiment named *"The Effect Of Duolingo Application On The English Vocabulary Mastery of seventh-grade Students At SMPN 3 Candi"*

1.2.Statement of the Problem

Based on the background of the study above, the statement of problem of this study is:

- 1.2.1. Does Duolingo application significant on the English vocabulary mastery of seventh-grade students at SMPN 3 Candi?
- 1.2.2. How are the students perceptions of the effect of Duolingo application on the English vocabulary mastery of seventh-grade students at SMPN 3 Candi?

1.3.Objective of the Study

Related to the statement of the problem above, the objective of the study is:

- 1.3.1. To find out whether there Duolingo application is significant on the English vocabulary mastery of seventh-grade students at SMPN 3 Candi.
- 1.3.2. To describe the students perceptions of the effect of Duolingo application on the English vocabulary mastery of seventh-grade students at SMPN 3 Candi.

1.4.Significances of the Study

1.4.1. For Teachers

The learning process with the Duolingo application is easier and more enjoyable so it can provide motivation for students to add English vocabulary anywhere and anywhere not just while learning English in class.

1.4.2. For the students

★ The Duolingo application for students can help improve their English vocabulary easily and be fun. So that students do not get bored in learning English words this application can be used anywhere and anytime.

1.4.3. For researcher

This research will provide additional scientific knowledge, experience, reference, and source of information for other researchers who align with this research to become an educator in the future.

1.5.Scope and Limitation

The scope of this study is teaching English vocabulary to seventh-grade students of Junior High School, especially the students of SMPN 3 Candi Sidoarjo. The

limitation of this study is teaching the English language to increase the use of the Duolingo Application as a medium in knowing and improving students' vocabulary mastery. Moreover, to describe the students' perceptions of the effect Duolingo application to increase vocabulary and English mastery of the students at SMPN 3 Candi.

1.6.Hypothesis

Based on the problems that have been identified, the researcher uses the hypothesis to answer the following statements:

- 1.6.1. H₀ = There is no difference in the application of Duolingo on the English vocabulary mastery of seventh-grade students at SMPN 3 Candi.
- 1.6.2. H₁ = There is a difference in the application of Duolingo on the English vocabulary mastery of seventh-grade students at SMPN 3 Candi.
- 1.6.3. H₀ = Duolingo application does not have a positive response to the effect on the student's mastery of English vocabulary at the seventh-grade students of SMPN 3 Candi.
- 1.6.4. H₁ = Duolingo application has a positive response to the effect on the student's mastery of English vocabulary at the seventh-grade students of SMPN 3 Candi.

1.7.Operational Definition

1.7.1. Vocabulary

Vocabulary, one of the fundamental components of language, is crucial in facilitating effective communication by improving one's ability to comprehend and

articulate ideas precisely. Through word recognition in English, students can acquire information easily through their vocabulary (Willis, 2008).

1.7.2. Learning Media in English as a Foreign Language (EFL)

According to Gagne, the media encompass a range of components within a student's environment that have the potential to incite learning. In contrast, electronics refer to instruments constructed based on the fundamental principles of electronics (Arsyad, 2010)

1.7.3. Mobile Assisted Language Learning (MALL)

A technique of teaching vocabulary in educational settings involves the use of mobile applications that are grounded on the principles of Mobile Assisted Language Learning (MALL). The term "MALL" refers to using mobile phones in the context of language learning and teaching (Beatty, Teaching and Researching Computer-Assisted Language Learning Esse, 2003)

1.7.4. Duolingo Application

The online platform known as Duolingo is currently the largest in the world for language learning (Vasselinov, 2012)