

An Analysis of Using Duolingo Application in Improving Students' Vocabulary Mastery at 10th Grade of SMA YADIKA Bandar Lampung

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Abstract

Pratiwi, (2020) An Analysis of Using Duolingo in Improving Students' Vocabulary Mastery of 10th Grade at SMA YADIKA Bandar Lampung SMA YADIKA Bandar Lampung is one of the many schools in Bandar Lampung, researchers found several problems during observation. Some students said that they liked learning English but they found it difficult to express their skills due to lack of vocabulary, and the learning techniques used were still difficult to apply with this phenomenon. Teachers should use a lot of media, but in reality, the teacher only focuses on textbooks and manuals, teachers must be able to make students more eager to learn English and not make students stress when learning English. In this study, researchers used qualitative methods, precisely descriptive qualitative. The purpose of this study was to obtain evidence about how to use the Duolingo application in students' vocabulary mastery. The data source of this research is a video documentation of the learning process. The text is taken from interviews with students and students' opinions by distributing a list of questions. The results showed that the use of Duolingo Application as a Media in mastering the vocabulary of tenth-grade students at SMA YADIKA Bandar Lampung, it can be concluded that Duolingo Application has had a positive influence, this can be seen from the increased motivation, and students' Vocabulary Mastery; and the Duolingo Application has strengths namely Learning Through Technology, Language Courses, Duolingo Application Content, and Free registration and then its weaknesses, there are disadvantages of the Duolingo Application namely the Internet, Translations, and Features. So, it can be concluded that the Duolingo Application directly has a positive effect on tenth graders at Bandar Lampung YADIKA High School in vocabulary mastery.

Keywords: *Duolingo, vocabulary mastery, Vocabulary, Mobile Assisted Mobile Learning*

INTRODUCTION

One factor that supports students to master language skills is vocabulary. Students may not understand the conversation in listening. In speaking they cannot communicate properly without vocabulary. In reading students may not understand the text. In writing, students may not be able to write their ideas. The problem is a lack of vocabulary. Vocabulary learning is an essential part of foreign language learning as the meanings of new words are very often (Linse, 2005) emphasized, whether in books or in the classrooms. It is also central to language

teaching and is of paramount importance to a language learner (Alqahtani, 2015) we can conclude that vocabulary is very important in a language because vocabulary is one component of language in English. To show how important vocabulary is, Bromley (2004) states that vocabulary holds important roles in the teaching-learning process. Nowadays people have been living in the globalization era, in which the development of technology in most aspects of life grows rapidly. Learning with technology has become essential in today's school (Eady, 2014). Technology offers

new ways of teaching and learning and provides new ways for all students in education to be openly accountable to parents, communities, and students. The use of technology can facilitate learners' achievement since it provides interesting media to learn English to become more fun and effective. Krashen (2014) states that Duolingo application is a web-based self-paced language-teaching program that guides students step-by-step through a sequence task, largely based on the translation. That is why Duolingo is one of the applications of technologies that are popular in learning English. Then, Munday (2016) states that Duolingo is a very modern-looking gaming application, to ease the process of learning the English language, and supported by a very advanced technology currently, with practical and fun applications might use Duolingo to practice English. Furthermore, White (2017) points out that Duolingo is an online learning program that allows people to take free language courses because they translate. Therefore, based on my experience when doing an internship at YADIKA Bandar Lampung High School, some problems that occur students still find weaknesses of students in English, especially in mastering vocabulary. Students' vocabulary mastery is relatively low because they have difficulty in expressing ideas and opinions in writing and orally. According to Bull and Ma (2001), technology provides an unlimited supply of resources for language learners. Then we want to use the application to help students in vocabulary mastery, especially in the tenth grade of SMA YADIKA Bandar Lampung.

RESEARCH METHODOLOGY

The research was carried out in SMA YADIKA Bandar Lampung. The subject of this research is the ten grade students of SMA YADIKA Bandar Lampung. It uses qualitative research. According to Creswell (2012), qualitative research is an approach for exploring and understanding the

meanings of individuals or groups assigned to a social or human problem. We use the descriptive qualitative method to make the explanation truthfully, precisely, and well-organized. We describe how the learning process of Duolingo to students' mastering vocabulary is. Data gathering can be done by observation, questionnaire, and interview Creswell (2012). We conduct observations of the students and then record them as my main data. Finally, all of the data will be analyzed and described based on the problem of the research mentioned.

There are three instruments used in this research they are observation, questionnaire, and interview. Observation is used to see directly how the learning process works by using Duolingo in learning vocabulary. The questionnaire is used to gather information or opinions from the participant about the use of Duolingo in the learning process, which is done by giving some statements to the participant and an interview is used to get more depth answers from the students about the use of Duolingo in the learning process.

On the data collection technique we firstly observe how the ongoing learning process of vocabulary mastery through Duolingo. The result of this observation will become the baseline in making the questionnaire. It has been distributed at the end of the observation. Then, we do 30 interviews to get more information. In the end, it will be combined with the observation that has done before in making the result of this study.

There are three steps to analyze the data, the first observation is done by coming into class and observing the learning process happening in the class when they are learning to translate Indonesia to English by using Duolingo. We make some notes by monitoring their activities. Then, we gave the questionnaire to the participant for getting data about student opinions when using Duolingo by using the online form in order to make it

easily to collect the data, the question is made based on the observation. The last is an interview. We give some questions based on observation and questionnaire. The data are analyzed through the following steps: firstly collecting the data, we observe and write down every object. Secondly, after collecting the data we documented, the accuracy of the questionnaire result was identified.

Identifying will be done with giving code in the questionnaires and interviews. The data from the questionnaire and interview were given code to help the researcher identify the data. After that classification, classification is the 31 process of classifying all sufficient data based on a category, after all the students' answering the questionnaires. The researcher makes a classification besides on students' answers from the questionnaire. After classification, the data, the researcher interprets the data, gives the meaning to information, evaluates, concludes, responds appropriately, and predicts the result, identification, and evaluation.

RESULT AND DISCUSSION

Based on the explanation of observation, questionnaire, and interview result that was conducted, the researcher explored how students can use the Duolingo application to improve their vocabulary. The learning process uses Duolingo as an object to analyze the students' increasing vocabulary mastery. Thus, there are some indicators that can be seen: Interests, advantages and disadvantages, and features in Duolingo.

Students' Interest

In this indicator, the writer discusses students' interest in using the Duolingo application in mastering students' vocabulary. Based on the result observation, it shows that the students are very interested in using the media that the study wants to introduce, namely using applications that are based on learning on

their mobile phones. In this usage, they are very much following the learning process in Duolingo. Based on questionnaire number 3, it was found that 37% of students strongly agreed, 51.9% of students answered agree, and 11.1% again answered that using Duolingo as a tool in teaching could increase student interest. However, based on further observations, there are some students who feel bored in half an hour of learning, but that does not rule out the possibility of their positive responses based on questionnaires number 1 and 2; they are motivated to use Duolingo to memorize vocabulary. In addition to an interview from one of the students saying that they are very interested, because we don't need to listen to the teacher anymore, we have practiced directly using their mobile phone (see interview S5.6). As stated by Duman, Orhon & Gedik (2015); Godwin Jones (2011); Golonka, Bowles, Frank, Richardson & Freynik (2014), this increase has created an interest in mobile learning (m-learning); i.e., uses cellular technology (e.g., smartphones, tablets) for educational purposes such as teaching and learning. Therefore, students are very interested in using m-learning media in learning, especially this Duolingo application in vocabulary mastery.

DUOLINGO FEATURES

In this indicator, there are some features in the Duolingo application that make them participate in learning vocabulary. Based on the observations, the writer saw that students found it fun to use the Duolingo application in the learning process with existing features. Most students used it. Based on the result of the questionnaire, 13 students chose strongly agree, 13 students chose to agree, and a student chose neutral. The question was Duolingo's features were interesting, useful, and varied. It was also stated by some students that they felt easier to learn English, better understand vocabulary in the features applied to it (see interview S1.6). Other students responded that

Duolingo can help them in learning English such as the word "Food" that they did not know about it before (interview S4.6). In addition, other responses, "in my opinion, this is very useful for school children because it can add to such vocabulary" (interview S5.6). However, students are more interested in using visual features that can be generated from student interviews that learning while playing is like guessing pictures, and if we can answer, we will get points or prizes something like that (interviews S2.8 - S2.9). Based on the above expression, it appears that the Duolingo feature was very helpful in learning by guessing pictures and it could help them remember the vocabulary they have learned.

ADVANTAGES AND DISADVANTAGES

Based on the indicators in the use of the Duolingo application in learning, there are advantages and disadvantages. In observation, the writer used the application in learning and she observed in class 10 IPS 2 in Yadika Bandar Lampung High School in the learning process. The first, advantages which found that the students were very independent in doing the exercise. It was stated that from the questionnaire statements numbers 9 and 10, 85.1% of students revealed that they were more active in the learning process. It could be seen from the opinions of some students, saying that Duolingo was very helpful because it finally understood more about the new vocabulary (seen from interview S1.10). Therefore, students were more active in conducting vocabulary practice through Duolingo, but they still need to be controlled by teachers to question the truth or clarity of the use of the vocabulary they get from Duolingo. In the section, new vocabulary with all the forms that students got during the lesson can be seen in the time of the last exercise, and students have successfully used the vocabulary. The students could easily see the level and size of their vocabulary and

the knowledge of each word. Students could practice the words individually and saw some examples of sentences or other examples. Duolingo provides some levels, namely beginner level, middle level, and advanced level. From the levels, there are many material topics in it.

Thus, seen from observations in the learning process, students were declared active and easy in the vocabulary mastery process because they did exercises from the beginning; Basics 1 until they found vocabulary they didn't know before. As stated by Jaskova (2014: 29), Duolingo has a unique page to filter student vocabulary levels because Duolingo discusses several aspects of gamification learning, can motivate and involve students in learning based on Duolingo (Munday, 2015, p.88). And besides the advantages, there are some disadvantages in using the Duolingo application, some students revealed from the results of the interview by revealing that the problem was a waste of quotas; the signal is often lost (seen from interview S1.7), and also when moving accounts, many advertisements, and if there is no quota that cannot be played (seen from interview S4.9). Comparing the theory and the results obtained, the writer argued that there were many advantages and disadvantages in using the Duolingo application in vocabulary mastery.

CONCLUSION AND SUGGESTION

In this era of technology, technology has development effects in human life but also in education. Many teachers try to find out a new strategy in teaching to make their students more excited in learning and it can help them in overcoming their difficulties in learning. One of the strategies in teaching that the teachers can use is using the media Duolingo application in learning. Then, the conclusion of this study is that the Duolingo application has a positive effect on 10th grade IPS 2 students at Yadika

Bandar Lampung High School and that the school is still in the process of adaptation because the instructor/teacher and the facilities have some deficiencies. The researcher argues from those discussed above that vocabulary mastery is the most basic thing that must be learned by someone in learning English that is a foreign language for all students and the citizens of Indonesia. How one can communicate a language unless the students understand the vocabulary of the language. Especially if a foreign language is what is taught, then language vocabulary mastery is something that language learners completely possess. If a student has sufficient English vocabulary, the achievement of four English competencies will be automatically promoted. And vice versa, without having adequate vocabulary, it will be difficult for a student to attain the above-mentioned language skills that must be learned by someone in learning English, which is a foreign language for all students and the citizens of Indonesia. How one can communicate a language if he does not grasp the vocabulary of the language. Especially if what is learned is a foreign language, then language vocabulary mastery is something which language learners completely possess. If a student has sufficient English vocabulary, the achievement of four English competencies will be automatically promoted. Without sufficient vocabulary, it will be difficult for a student to attain the language competence described above. We would like to give some suggestions related to this research for those who are closely related to English teaching and learning. we hope that these suggestions will be useful, especially for high teachers, students, and future researchers. We suggest that the application can be used in improving the vocabulary of students in class because it has several positive aspects regarding the practice and its use. Because the use of the application can increase students' vocabulary, it is because its features contain many more interesting

exercises such as guessing pictures, picture, speaking and writing so that it makes it easier for students to learn them. We suggest considering the importance of always practicing vocabulary mastery. Because vocabulary is important because we must know the meaning clearly about the words we will hear or read so that we can understand what they mean and to be able to communicate effectively with others without misunderstanding. Duolingo is useful for improving student vocabulary. What's more, this application can be used anywhere and anytime on a Smartphone so that it makes learning more practical. Because this research focuses on analyzing the use of Duolingo in improving student vocabulary, I hope this research can be a reference for those who have the same topic.

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