

USING DUOLINGO TO IMPROVE STUDENTS' VOCABULARY AT SEVENTH GRADE OF DARAJUL ULUM PENIRAMAN

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Abstract

This study aimed to improve students' vocabulary at seventh grade. The results of students' scores on English subjects which are still low due to the lack of vocabulary possessed by students, it is necessary to update the learning process to improve student learning outcomes. This research is a classroom action research (CAR) as the research design with 2 cycles. The subjects in this study were students of class VII Darajul Ulum in academic year 2021/2022, which was consist of 16 students. The results of this study indicate that use Duolingo application can improve students' vocabulary this can be seen in the initial conditions. The students' scores can be seen on three tests: pre-test 18.75, post-test I 67, and post-test II 70.37. Those who scored 70 pre-tests 3 of 16 students (18.75%), post-test I in the first cycle 8 of 16 students (50%), and cycle II 11 of 16 students (81.25%). Based on the results of observation, interview, and documentation from cycle I and cycle II it shows there is improvement of students' vocabulary after using Duolingo.

Keywords: Doulingo and Vocabulary

A. Introduction

Vocabulary is the basis of language learning. Vocabulary is also the first step used in connecting four skills namely listening, reading, speaking and writing. Unfortunately, many students are struggling to master English vocabulary. There are some factors that the students' lack of motivation, lack of students' vocabulary, learning media Duolingo and the environment.

Lack of students' vocabulary in teaching and learning language makes the students difficult to understand the language. Therefore, having an adequate English vocabulary is important because it is a component that must be reached by students to get other competencies such as reading, writing, listening, and speaking. The students can try how to use the media of Duolingo application and can improve their vocabulary. Vocabulary is closely related to other aspects of language. Students will find it more difficult to master other competencies without mastering and understanding a good vocabulary.

Based on the results of pre-observations, the researcher found the difficulty of students in the seventh grade of Darajul Ulum Peniraman in the process of learning English. To ensure this problem the researcher gives a pre-test to the students. From the result of the pre-test, show that only 18.75% of all seventh-grade students could understand English well. Many of students find it difficult and do not understand English. One of the factors of this problem is the method in the learning process and the lack of vocabulary mastery.

From the problem above, the researcher interested to use Duolingo as media in teaching and learning process. Duolingo is an application that educates English learning. The Duolingo application is a helpful application for students' English. Duolingo application greatly helps to improve students' vocabulary and to improve the ability to speak English.

Some researchers also focus to use of this application such as done by Amalia the Duolingo application was able to significantly improve pupils' vocabulary. The students are more engaged in learning language by utilizing the Duolingo application, as seen by their value before and after applying the application in their class. It can also be evident in their responses to the researcher's questionnaire. The majority of them agree that the Duolingo Application make their studying more engaging than before (Amalia 2019, 60).

In this research, the researcher used classroom action research (CAR). This study aims to determine: (1) the use of Duolingo in teaching vocabulary (2) student responses to the Duolingo application as a learning media, and (3) the benefits of the Duolingo application in vocabulary learning. The purpose of this study is to find out the perspective of the seventh-grade students of Darajul Ulum after using Duolingo in teaching English vocabulary. The researcher hopes this research can be used as a recommendation for further English vocabulary studies.

B. Method

This research would like to improve students' vocabulary by using Duolingo as the media of seventh grade at Darajul Ulum Peniraman. This research design for this study was Classroom Action Reseach (CAR). Classroom action research is a type of research that is used in the classroom. This research is a method and solution for developing skills problems that arise in the classroom

(Suryadi 2014, 19). It means before using classroom action research, the researcher needs to identify all the problems they encounter in the classroom. The procedures of classroom action research, namely the cyclical process. Each cycle consists of planning, action, observation, and reflection.

The process of inference and induction is full of abstract discussions which not everyone can understand, and therefore hardly practiced by students in this field. This research follows the research design of Kemi S. And MC Taggart who stated that CAR is a cycle of self-reflection in the form of a spiral to carry out the process of improving conditions and find new, better effective ways to achieve better results optimally (Kemi 1988, 42).

This research was conducted in M.Ts Darajul Ulum which is located on the education road of Peniraman Village, Sungai Pinyuh District, Mempawah Regency, West Borneo. This school is located in a village which has three classes namely Grade 1, 2 and 3. There are 36 students from Grade 1 until Grade 3.

The subject of this research is the Seventh Grade Students of Darajul Ulum Peniraman. There are sixteen students consist of thirteen girls and three boys. In this research, the researcher had a discussion with the English teacher to consider the problems by using Duolingo as media in teaching. The researcher also observes the specific problems in English learning of the students at The Seventh Grade of Darajul Ulum Peniraman.

To collecting data, the researcher used the following instruments consist of observation, interview, test, documentation. There are two tests used in this research to get the data result of this research as follows: 1. Pre-test to know the vocabulary knowledge students' have before using Duolingo in teaching English vocabulary. 2. Post-test to know vocabulary knowledge student after using Duolingo in teaching English vocabulary.

In this study, the researcher used content validity to determine the validity of a measuring instrument. Validity is the validity that is estimated through testing of feasibility or relevance through analysis by expert judgment (expert assessment) (Hendriyadi 2017, 171). Through expert analysis, it is also possible to ask for consideration from people who are engaged in a particular field according to the area of study of the instrument, for example, teachers can be asked for

opinions to assess the accuracy of the instrument and also asked for consideration for several people who have the competence to provide assessments made. by responding to the suitability of the items written with the grid in the material (Purwanto 2018, 16).

C. Finding And Discussions

In this research, there was only one class with 16 students. In this research, there are two cycles in which each cycle has four steps, namely: planning, action, observation, and reflection. The first cycle has 3 meetings including the pretest and the second cycle has two meetings. Each cycle consists of two meetings with four phases, namely planning, implementation, observation, and reflection which will be carried out in each cycle.

From the 16 students in the pre-test that were completed totaling 3 people with a percentage of 18.75%. The students who did not complete were 13 people with a percentage of 81.25%. With an average value of 38.5. The following will explain the criteria for student completeness in the initial test (pre-test)

Table 4.1 The Percentage of Student's Score In Pre-Test

No.	Completeness Percentage	Level of Completeness	Many Students	Percentage of Number of Students
1.	90%-100%	Very high	0	0%
2.	80%-89%	High	2	0%
3.	70%-79%	Currently	2	18.75%
4.	55%-64%	Low	0	0%
5.	0%-54%	Very low	14	81.25%
Amount			16	100%

Based on the table above, we can see that there are students who have high and low assessment criteria. Only 3 students have currently criteria and 16 students have very low criteria. From the results of classical learning completeness of 18.75%, the criteria for student learning success rates on the

initial test are categorized as low. Based on this, the researchers then took action in the first cycle to improve students ability to understand English vocabulary by using the Duolingo application as a learning media. Using this media is expected to improve student learning outcomes in English subjects.

Table 4.2 The Percentage of Post-Test I

No.	Completeness Percentage	Level of Completeness	Many Students	Percentage of Number of Students
1.	90%-100%	Very high	0	0%
2.	80%-89%	High	0	0%
3.	70%-79%	Currently	8	50%
4.	55%-69%	Low	3	18.75%
5.	0%-54%	Very low	5	31.25%
Amount			16	100%

Based on the table above, we can see that there are students who have high or very low assessment criteria. Students who are currently criteria are 8 students (50%). Students who have low criteria are 3 (18.75%). While this data have a very low score are five people (31.25%).

Table 4.3 The Percentage of Student's Score In Post-Test II

No.	Completeness Percentage	Level of Completeness	Many Students	Percentage of Number of Students
1.	90%-100%	Very high	0	0%
2.	80%-89%	High	2	12.5%
3.	70%-79%	Currently	11	68.75%
4.	55%-69%	Low	3	18.75%
5.	0%-54%	Very low	0	0%
Amount			16	100%

Based on the table above, it can be concluded that students who have a current assessment are 11 students with a percentage of 68.75%. Only 2 students scored high with a percentage of 12.5%. Students who have low scores are 3 students with a percentage of 18.75%. From the results of classical learning completeness, namely 81.25%, the criteria for student learning success in cycle II (Post Test) are categorized as very high. This is by the criteria for the level of student learning success that has been determined.

Table 4.4 Student Success Percentage Criteria in Cycle II

Level of success (%)	Category
>80%	Very high
60-79%	Hight
40-59%	Currently
20-39%	Low

From the learning outcomes described above, it can be concluded that the classical determination in cycle II (Post Test) of 81.25% is classified as very high. This shows that classical students learning outcomes in cycle II have reached the predetermined KKM value. Because learning outcomes was increased and are quite good, the research is considered sufficient until the second cycle.

In the first cycle, there were 3 meetings with the post-test and there were 4 steps, namely: 1. Planning the researcher made a lesson plan and prepared the material to be used in the first cycle. 2. Action research was carried out according to the lesson plan. The researcher explained the material and then asked the students to play the Duolingo application under the direction of the researcher. The teacher asks students to complete the task in pairs. Students are asked to imitate the pronunciation of words in the Duolingo application. Then the researcher asked the students to write down the existing vocabulary and then memorize it at the next meeting. At the end of the meeting, the students were given a post-test 3. Observation, the researcher asked the teacher to help observe during the learning process 4. Reflection after the first cycle was finished, the researcher reflected on the results of the first cycle. Based on the results collected, there were still students whose scores were still low and students were less active

in class Then continued with cycle II. The researcher made a lesson plan by adding some learning implementations from cycle I. The researcher explained the material, after the material was explained the students were asked to make examples in groups which were then explained in front. At the end of each meeting, the researcher divided 3 groups to give contested questions. After the second cycle, the researcher gave post-test II. Researchers reflect on the results of cycle II from some data. From the data that has been collected, it can be seen that the student's scores are good and students are more active in class. So, the research is sufficient until the second cycle.

In addition, the researcher also applied the technique proposed by Harmer teaching English vocabulary by repeating new vocabulary known to students (Harmer). The researcher checked the students' knowledge by asking some questions to find out the student's understanding. In the study, it was found that the research process was successful.

In the pre-test, students who score 70 over are 3 out of 16 (18.75 %). At the post cystic test I students who score 70 over are 8 of the 16 (50%) students. In post-test cycle II the student who scores 70 over are 13 students out of the number of 16 (81.25%). The researcher also uses qualitative data to support the results of qualitative data. Qualitative data were taken from the results of interviews, observation, and documentation.

All data shows how students' attitudes during the learning process take place. Based on these data, it is shown that the Duolingo media application can be used to improve learning processes and outcomes. It is supported by Jack C. Richard technology is making increasing in education and having a growing impact on the delivery of English language programs (Rixhard 2015). It is also supported by Eady Lockyer technology has been an important part of the teaching and learning environment (Lockyer).

In addition, Duolingo can increase students' interest in learning and motivate students. It can be seen from the results of the post-test II score which is higher than the pretest. It is supported by a previous study Dina Amalia, the students are more interested in learning vocabulary by using the Duolingo application and most of them agree that the Duolingo application can make their learning more

interested than before (Amalia 2019, 19). Another previous study by Dezza Yuanda Utami also supports Duolingo as a learning application that can give a lot of benefits to support students in the learning process. This application can motivate students and make students easy to know the vocabulary. In his research, Duolingo also improves student pronunciation and grammatical rules.

Finally, it can be concluded that there are significant changes in the process and student learning outcomes. Using Duolingo in teaching English vocabulary can improve the vocabulary of the student of seventh grade Darajul Ulum Peniraman.

D. Conclusion

Based on the research findings and discussion it can be concluded that using Duolingo can improve the students English vocabulary, which it supports the action hypothesis. The students' scores in quantitative data on three tests: pre-test 18.75, post-test I 67, and post-test II 70.37. Those who scored 70 pre-tests 3 of 16 students (18.75%), post-test I in the first cycle 8 of 16 students (50%), and cycle II 11 of 16 students (81.25%). In qualitative data, based the results of observation, interview, and documentation from cycle I and cycle II it shows there is improvement of students vocabulary after using Duolingo. Duolingo can increase students' knowledge and students' interest in English learning.

This research is recommended for researchers and teacher who want to know how the Duolingo application is applied in the learning process to improve students' vocabulary. This research can also be used as a resource for researchers who want to research to improve students' vocabulary.

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