

CHAPTER II

LITERATURE REVIEW

A. Vocabulary

1. Definion of vocabulary

Vocabulary in one of the main parts of learning English is very important because it cannot be separated in understanding the four skills of English; listening, reading, writing and speaking. Vocabulary instruction is important for helping students develop the kind of vocabulary knowledge that will contribute to their successful language learning. This statement means that without the formation of vocabulary the use of language will not be achieved, while students also need to recognize words and their meanings.

There are two basic components that we must have if we want to learn English, namely vocabulary or words and grammar or sentence structure. Vocabulary and grammar are equally important and have their own role in English. Vocabulary is very important because when students learn vocabulary it is the main asset or key for learning sentence structure and language skills. Mastering a lot of vocabulary will make it easier for us to read, write, listen and speak English. Tungka (2010) states that the factor causing the lack of English vocabulary is students' interest in reading English texts which is still low. Lack of English literature in increasing students' interest in reading.

The importance of learning vocabulary is often forgotten when learning English. Laziness and the notion that learning vocabulary is a difficult thing to do makes everyone reluctant to learn vocabulary. Though this is not a barrier if we want to learn. Here are several ways to learn vocabulary for students: first, they must read more English texts. Routinely read English text 2-3 paragraphs every day. When reading students will find new vocabulary, mark the vocabulary and repeat again they will look for the meaning of the vocabulary. By reading students learn to remember, add and explore the vocabulary they find.

Furthermore, Sedita (2005:1) states "Vocabulary is one of the five core components of reading instruction that are important for successfully teaching children how to read". Based on this statement it can be concluded that students who have a large vocabulary will usually find it easier to find text in their reading, they will have the ability to read and even know its meaning. In this research, the researcher focused on noun to teach the students in the aim to increase the students' vocabulary mastery.

2. Types of Vocabulary

There are two types of vocabulary, productive vocabulary and receptive vocabulary. Productive vocabulary is a collection of words that are often used in everyday life when someone writes or speaks. Conversely, receptive vocabulary is words that are rarely used by students. (Hiebert and Kamil, 2005). Productive vocabulary is intended for mastery orally or speaking. for example in the sentence "I have a lot of fruit" some people will find it easy to say, but it is not impossible if there are some people who find it difficult. Receptive vocabulary is a vocabulary that is rarely used and foreign to students' ears. When they hear or read it students can give meaning to the word. This vocabulary is not used spontaneously by students, but when they find it they recognize it.

3. Aspects of vocabulary

Vocabulary is an important part of communication that is important for a person or learner to master. According to Nation (2000: 3) states that word knowledge (vocabulary knowledge) is divided into three areas, namely knowledge about form (spoken, written and parts of words), knowledge about the meaning of words (form and meaning, concept and reference, association) and knowledge word use (grammatical function, collocations and usage restrictions).

Based on the theories regarding aspects of vocabulary put forward by several experts above, it can be concluded that there are at least four elements that are indicators of vocabulary itself. These aspects are:

1. Meaning

Word meaning can be categorized in accordance with the form to which it is affixed. Word meaning can be broken down into three categories: lexical meaning, morphological meaning, and syntactic meaning. Lexical meaning is the literal meaning of certain word (Richards & Schmidt, 2002:116). Morphological meaning refers to the word morpheme. Morpheme is the smallest unit that carries information about word meaning or function (Richards & Schmidt, 2002:341). Furthermore, syntactic meaning of a word refers to the grammatical arrangement of word in a sentence.

A word meaning can also be defined by its relationship to other words. One should also know the denotation and connotation of a word in order to know the negative or positive meanings that occur in the word.

1) Synonym

Synonym relates to similarity of meaning, more than one word having the same meaning, or vice versa, the same meaning being expressed by more than one word. In other words, synonyms are words that share the same denotation but have different connotations.

2) Antonym

Antonyms are the opposite of a word's meaning, meaning the opposite of each other. Antonyms come from the Greek, "ant- and -nymy", both parts meaning "opposite + name" (Jackson, 1988:64). Antonymy deals with the opposite of meaning.

3) Denotation

Denotation is a word that has the actual meaning of the word. Denotation is conceptual meaning and dictionary meaning (Tarigan, 1985:58). It can be underlined that denotation is the meaning of the word itself as same as in the dictionary meaning.

4) Connotation

Connotation is the meaning of a word that has another meaning within the word. To clarify it another way, connotation is the meaning of a word that is not the actual meaning of the word. Connotation is more complicated than denotation. According to Tarigan, connotation is feeling and emotion that occurs within a word.

2. Word Use

There are some ways to teach the students to learn the vocabulary on the word use aspect. The first way is by quickly showing the grammatical pattern the word fits into. The second one, giving a few similar collocates, mentioning any restrictions on the use of the word. For the last way, by giving a well known opposite or a well known word describing the group or lexical set it fits into (Nation, 2001:1)

B. DUOLINGO

1. Definiton of Duolingo

Duolingo is an interesting and fun application because it is a gamification application, meaning that users can learn English just like playing games because this application utilizes audio-visual methods in learning. Silmi (2020) states that in today's modern era, it is used cell phones have become commonplace for children. Current use of technology This is growing very rapidly in the learning process. Online application has recently been seen as a quite effective and interesting tool in mastery Vocabulary (Matra, 2020). Learning English by using Media technology is a demand in learning changes online based (Herlina et al., 2021). Duolingo is either an app or software that can be used in learning. Duolingo is wrong an application that helps children become more proficient in a foreign language with the concept of "playing while learning" to make it more fun. Duolingo is an educational application along with how to use it, like playing games, it can also be used casually without pressure, and can create independence for children to learn independently. Application Duolingo is a learning medium that provides benefits in learning, especially in language learning, one of which is English (Purba & Saragih, 2020)..

Learning applications that use interesting media are one solution which can help students interested in learning English. With the use of Duolingo media which aims to improve vocabulary mastery to students and increase activity during the process of learning English. The Duolingo application is an interesting medium for students to learn languages foreigners, especially English. In the opinion of White (2017:16) he believes the Duolingo application is an online learning program that makes it possible take free language courses.

2. The Procedure English Vocabulary Learning in Duolingo

The purposes of Duolingo are to help and support students in understanding the language. As stated by Nagy, Herman, and Anderson (1985), learning the second language, especially English vocabulary, may be overwhelming. Using the interactive and fun application may motivate the student to embrace learning the language, especially English vocabulary. As said by Melitz (2016) more than 1,5 billion speakers worldwide use English as an internationally recognized language that has become the biggest and the largest lingua franca in the world. Based on Harmer (2015), communication for many people worldwide would a dominant English as a foreign language. Duolingo is being as a future in learning a language. It can easily access and provide many languages. Then it is helpful for students who want to learn a new language. The student can use Duolingo to research varied vocabulary acquisition and apply noninheritable technology in a fun and interactive ways. Mobile applications for vocabulary learning such as Duolingo provide fun and pleasant means to explore a language. Such fun encounters are also appealing to the learners, particularly younger ones. United Nations agencies can forever try and open them and learn much vocabulary whenever they need some free time. A varied feature like "test/quiz" is also applicable in such instances, permitting the learners to recaptheir last learning sessions.

Duolingo has many features that can help the student quickly learn the language, such as list words every day, discussion with other users so the

learners can share, and more immersion for more advanced learners. If students use the Duolingo application, it provides learning that concentrates on improving and developing mastery of English vocabulary. Duolingo can be a medium for students to improve their vocabulary, and teachers can use it in the room to help students master vocabulary. Vocabulary plays a vital role in learning English as a foreign language because it links four skills: speaking, listening, reading, and writing. It means that the teacher has to develop teaching methods and teaching media to increase the quality between teacher and student.

In the researcher, the procedures of using Duolingo Application toward students' vocabulary mastery are conducted the following (Teske, 2017):

- a. The first step is to go to the App Store and download Duolingo if you haven't already. It is available free for Android.
- b. The start of Duolingo. After downloading Duolingo, you can open the app and you will have the option to "Get Started." If you've never created an account before on Duolingo, that's the option you will want to choose.
- c. Select the language you want to learn. Once you click "Get Started," you will choose which language you want to learn on Duolingo. Right now, you'll only choose one, but i will show you how to add more later.
- d. The next slide shows a brief explanation about the language course you have chosen. You don't need to do anything here, you can just move on to the next step.
- e. Choose the reason why you want to learn the language. Here you will choose the reason you chose to learn a language on Duolingo. Whatever option you choose, this is just Duolingo trying to collect data about why users use Duolingo. There will be no difference in the types of lessons/courses in the application.
- f. After that, choose your daily goal (you can change it). Now you will choose your daily goal in Duolingo. For me, I always choose the highest option, but you can change your daily target at any time.

- g. You will get a notification from Duolingo. If you want to be reminded to use Duolingo every day, you can choose to receive notifications from Duolingo in your settings. Just click “Allow” and Duolingo will notify you every day that you need to complete your lessons.
- h. Select the language level you want. Next, you will choose whether you want to start as a beginner or whether you think you know more. If you choose the Placement Test, it will give you questions that will test how much you know.
- i. Take your first test. After selecting, you will immediately start your first Duolingo lesson or first Test. The first lesson is the most basic and is actually the first lesson in the Duolingo tree.
- j. Now, you come to the part of creating a Duolingo profile. Don't worry, it will save all the progress you have made so far and the lessons you have completed will be included in your profile.
- k. Once you create an account, you must complete 9 lessons in order to compete in the Duolingo League! Duolingo Leagues are basically competitions against other users who are at the same level as you.
- l. The next step is to get 10 crowns so you can start using Duolingo stories. Duolingo Stories are increasingly difficult short stories that test your listening comprehension and help you learn vocabulary. You must first understand what Duolingo crowns are, then you can focus on getting those 10 crowns as soon as possible! Once you get 10 crowns, you can now learn to use Duolingo Stories.
- m. The next step is to upload a profile picture to your Duolingo profile. You can do this by clicking on the woman's head icon to open your profile.
- n. If you want to add another Duolingo course or change a Duolingo course, you can do so by clicking the flag icon in the top right corner of the app. From there you can click on the plus icon and you can see all the available courses.

3. Advantages of Duolingo and Disadvantages of Duolingo

- a. Advantages of Duolingo

From the result, the researcher found the perception from the participants that they felt positive in using Duolingo because they can learnt English vocabulary using the application at home easily, so it made them better in understanding the material. This perception was supported by Muddin (2018) argued that Duolingo can create a homework so besides learning in classroom, Duolingo also can support to make students practice to improve their vocabulary with Duolingo at their home.

b. The Disadvantages of Duolingo

From the result, the researcher found some perceptions from the participants that they felt positive in using Duolingo in learning process. furthermore, the researcher found some perceptions that most of them said that they felt Duolingo was difficult to use when there was no internet connection. This perception was supported by Muddin (2018) argued that Duolingo is an online media learning, so it is hard to implement in classroom if there is no internet connection.

C. ENGAGEMENT

1. Definition of Engagement

Student engagement is a recreation of motivation that is seen through the actions, cognition, and emotions displayed by students, referring to actions that are energetic, directed, and persist when faced with difficulties or student qualities in their interactions with academic tasks (Connell & Wellborn, in Handelsman, 2005 : 185).

According to Marks (2000) Student engagement is a psychological process, specifically the attention, investment interest, and effort put forth by students in learning activities (Dharmayana, 2012: 78).

2. Aspects of Student Engagement

Fredricks (2012) et al explained the aspects of student engagement as follows.

a. Behavioral Engagement (involvement in behavior)

Behavioral Engagement is generally defined as positive behavior, such as following rules and adhering to school norms, including how students do assignments and obey class rules. It also concerns engagement in learning and academic tasks including behaviors such as effort, persistence, concentration, attention, requests, questions, and contributing to class discussions, as well as the absence of disruptive behavior such as missing school.

b. Emotional Engagement (involvement in emotions)

Emotional Engagement is the emotional response that students display in class. When students include interests, values, and emotions in learning activities, they will be emotionally engaged. Emotional self-involvement refers to the affective reactions that accompany students' learning activities in class, such as interest, boredom, pleasure, sadness and anxiety.

c. Cognitive Engagement (involvement in cognitive)

It is the use of learning strategies which include rehearsal, summarizing, and elaboration to remember, organize and understand learning material and the application of metacognitive strategies in the process of planning, monitoring and evaluating cognition while completing learning tasks.

D. Previous Studies

Research relevant by Pramesti (2020), some student perceptions about the Duolingo application divided into several points such as for example student perceptions of the usefulness of the Duolingo application, collaboration, context, connectivity, mobility, mixing, content, and technical support.

1. Student Perceptions of the Use of Duolingo

Based on interviews, several students said that the Duolingo application was easy to use for learning because it was not too complicated. One student said that Duolingo was easy to use, not very uncomplicated, can be installed on all compatible smartphones also for students can study

anywhere. The second student also said that the Duolingo app is simple, colorful and easy to operate. Based on the explanations of these two students, the Duolingo application can be used from a variety of experience backgrounds. Duolingo also has understandable instructions so students can easily use them they. Duolingo images are bright and eye-catching even if they aren't real life. So, students positively perceive Duolingo as easy to use, having fewer steps to perform tasks, has an attractive design, and has simplified viewing

2. Student Perception Toward the Duolingo's Collaboration

The technology could support teachers and students for collaborative learning activities. Using Duolingo is one of the ways that give benefits during the teaching and learning process. Based on the interview, the student named Suliana said thaton the Duolingo application, between teacher and student could create an account as a teacher or student.

3. Student's Perception toward the Duolingo Context

A student said the vocabulary practice example on the Duolingo application is about fruits or animals` vocabulary. When students find questions about them and have already mastered all of the vocabularies, they can quickly solve questions. The other students assumed that students had a simple conversation in English by remembering or mastering several phrases in the Duolingo application. It means that the Duolingo application provides the student with some simple sentences related to life.

4. Student's Perception toward the Duolingo's Control

All the students agreed that Duolingo could provide engagements to learn English very well. The student believes that Duolingo has provided some options to draw in students' attention. The student also states that the incentive system in Duolingo is motivating as a consequence of the fact that the student receives rewards after completing specific assignments. The student can get agift known as Lingot, which is used to shop for the

Duolingo being or get the route to create the learning additional accessible. All of the students said that Duolingo could facilitate them to enhance their language mastery and language skills. The other student named Shifa said that translation, pronunciation, and listening skills increased slightly and could recall the vocabulary studied. She also explained that if the student answers the question wrong, the question keeps repeating until the student answer the question correctly. It will remember the material very much because it was repeated. If wrong, it will be done by Duolingo. So students can know the correct answer

A study conducted by Munday (2016) “Duolingo application use cases are part of the experience for language classes” examined the efficiency of Duolingo in companies with traditional teaching methods, and can also be used in Spanish university courses. The aim of this study was not so much to learn Spanish, but to improve their learning process by adding new vocabulary, by not limiting them for several hours. Ultimately, it appears that Spanish students are enjoying the app, and are achieving more than the specified level. However, advanced students do not show sufficient ability compared to first year students who improve greatly through the course. Munday (2016) recommends that Duolingo be used in the classroom so students prefer to have it over homework. In addition, there are students who continue to use Duolingo even after the course ends (Munday, 2016). The results show that Duolingo is more fun and useful for elementary students than advanced students.

Another research which conducted by Ahmed (2016). Use technology to promote language learning. Duolingo is a modern Application that facilitates mastering a second language. hence this study aims to confirm that Duolingo helps the promotion of acquiring two languages simultaneously for beginners. The results show that Duolingo can improve second language acquisition for beginners, but there are limitations. Therefore, it is recommended to develop this Duolingo for advanced level as well as for English learners. From the findings of previous studies Looking

back, it can be understood that Duolingo can help students, especially those who are beginners, in improving their English.

Based on the results of the previous research above, this research aims to find out whether using the Duolingo application can increase students' English language engagement. With the involvement of using the Duolingo application, it is hoped that it can overcome problems and can help students in the process of learning vocabulary so that they don't feel lazy about learning vocabulary because this application is like playing a game.