

## **CHAPTER 1**

### **INTRODUCTION**

#### **A. Research Background**

Vocabulary is one of the elements of language that needs attention to master the four language skills. Learning English without mastering vocabulary makes it difficult for students to speak, and they cannot even answer questions in spoken or written form. Thus, it can be concluded that vocabulary is a component of language that needs to be mastered by students because it will be difficult for them to improve their language skills without mastering vocabulary.

In the opinion of Naggy (1988: 2), increasing vocabulary knowledge is a fundamental part of the educational process. Thus, it can be concluded that vocabulary in learning a second language or a foreign language is very important. Increasing student involvement in learning vocabulary through the Duolingo application is a concept or learning approach in which teachers use the Duolingo mobile application as a tool that aims to increase student motivation and participation in the English teaching and learning process. This approach uses mobile technology such as the Duolingo application as the main tool to help students learn English vocabulary in a more interactive and fun way.

The use of the Duolingo application also allows for flexibility in time and place for students because they can access course material from anywhere as long as they have internet access. The ultimate goal of implementing the approach "Increasing Student Engagement Through the Duolingo Application" is to create an interesting, effective, efficient learning environment and make students feel comfortable when learning English. It is hoped that in this way, students can improve their English vocabulary significantly and achieve better results in exams or tests.

Researchers found problems in the use of vocabulary faced by junior high school students, the problem encountered was the students' inability to communicate in English. Sometimes students understand what is being said but

have difficulty expressing the words that will be conveyed back, such as a lack of mastery of students' vocabulary so that they are embarrassed to speak, afraid of being laughed at by their friends, stuttering so they don't have confidence, and worrying that other people don't understand what they are saying. what was said. Many students are too lazy to memorize foreign words given by the teacher, which makes them not interested in memorizing vocabulary. Therefore, teachers help students by introducing one of these mobile-based vocabulary learning applications to improve students' vocabulary pronunciation. There are ways you can increase your vocabulary, especially in this modern era, where we can easily learn English by taking advantage of technological developments. There are many platforms that can be used to increase vocabulary, one of which is the Duolingo application.

Duolingo is a free online language platform that provides translation assignments to learn vocabulary and grammar (in the form of studying and practicing a given topic), as well as assignments to practice pronunciation and listening (Bende, 2017). The use of the Duolingo application platform as a medium is expected to make it easier for students to learn English anywhere in an effective, efficient, and fun way. It is an interesting and fun application available on the Play Store because it is a gamification application, meaning that users can learn English like playing games because this application utilizes audio-visual methods in learning. De Castro (2016) argues that technology can be used as an instrument that helps students learn. Application, games, and the like can (and should) provide significant learning and facilitate the teacher's task of stimulating and motivating students to acquire a foreign language in a fun and effective way. This can make it easier for students to understand, be interested in, and enjoy learning because it gives the impression of learning while in the learning process. Duolingo is easy to use because the procedure for using it is simple, so it can be used by all ages.

Ajisoko (2020) found that to improve English Learning, especially vocabulary, on Duolingo can be one of the most effective application to use. He found that students were interested in using this application seen from the

very good response. Students say that it is easier for them to do it. Understand the material and do not get bored with learning, so that they are more active in it learning. Duolingo can be used as a learning medium to improve students' abilities bad vocabulary. As said by Sutari, using the duolingo application helps students to increase vocabulary and there are benefits that can be taken from using the duolingo application as a medium for learning English, such as they are easy to understand the material, they are more enthusiastic and motivated in learning English by using the questionnaire technique. and interviews. Research conducted by Myta Widyastuti and Hermariyanti (2018) with the title "Use of the Duolingo Application in improve the English vocabulary skills of teaching staff Omega Science Institute tutoring" shows that use The Duolingo application as a learning medium makes learning activities teaching more effectively and variedly. There is also research conducted by Anangga and Ardiyani (2021). shows that the learning model is autonomous learning through applications. Duolingo can be described as an alternative for teachers to increase student independence while increasing vocabulary and training listening skills of German-speaking students. Research conducted by Nursyamsiah (2020) shows that application the Duolingo application can increase students' vocabulary from cycle 1 to cycle 2.

Based on the description above, the researcher is interested in conducting research that focuses on students' English language engagement using the Duolingo application for grade eight students at SMP Negeri 05 Sungai Kakap, most of whom have obstacles in improving their vocabulary skills. They feel embarrassed and insecure when asked to speak. It is hoped that a positive atmosphere can be created in the class. it is also an alternative way to maintain students' vocabulary. Based on the lessons learned from the previous review, the researcher intends to conduct research entitled: ***"Improving Students' Engagement in mobile based language Learning Vocabulary."***

## **B. Research Question**

Based on the background the researcher formulates the research question in this research.

”How can duolingo improve to students' engagement in mobile based language learning vocabulary by using the duolingo application to eight grade students of Junior High School SMP Negeri 05 Sungai Kakap”?

### **C. Research Purpose**

Based on the research problem the researcher formulate the research purpose. The purpose of the research is to find out if can duolingo improve to students' engagement in mobile based language learning vocabulary by using the duolingo application to eight grade students of Junior High School.

### **D. Significance of Study**

Hopefully this research is useful and provides goodness for all parties related to English language education. There are several hopes to be achieved from this research:

#### **1. Benefits Theoretical**

It is hoped that the results of this research will have a positive impact in the field of education for students, especially to improving students' engagement in mobile based language learning vocabulary.

#### **2. Benefit Practical**

##### **a. For the teacher**

It is hoped that the results of this research can help teachers create an interesting and active learning process in order to teach students vocabulary by utilizing Duolingo as a teaching medium.

##### **b. For students**

It is hoped that the application of the Duolingo application can make students interested in the teaching and learning process, students can use this media to memorize and understand the teaching in their minds so that they will study harder and master vocabulary well.

##### **c. For other research**

The findings of this research can be useful for future researchers where other researchers can do more and avoid threats that can make researchers fall short of expectations. This will provide further understanding of the use of the Duolingo application.

## **E. Scope of Research**

### **1. Research Variable**

Ary, Jacobs, Sorensen, and Razavieh (2010) said a variable is a construct or characteristic that can take different values and scores. So it can be concluded that variables are all that will be examined by researchers. Based on the explanation above, the researcher only used one variable, because this researcher focused on improving students' engagement in learning vocabulary using the Doulingo application.

### **2. Research Terminology**

#### **a. English Vocabulary**

According to Wallace's (1989) vocabulary, a collection of several words that, when combined, have meaning so as to make a complete sentence.

#### **b. Doulingo Application**

Based on Munday (2016) said Duolingo is an application that can be used as a medium for learning English through applications that can be used for elementary schools to tertiary institutions, this application can be used offline so that it is easier for users when they are not online. This application is designed to feel like you are playing a game, so that novice English learners feel comfortable not getting bored while learning.