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The Use of Duolingo for School to Improve Students' Vocabulary Mastery at SMP 10 Parepare

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ABSTRACT

Duolingo application is an English learning application, which is used to teach English vocabulary, which can improve spelling skills, vocabulary skills, speaking skills, and word comprehension. This study aims to determine the use of Duolingo App to improve students' mastery of English vocabulary.

The researcher used pre-experimental method with one group pre-test and post-test design in this study. The population of this study were eighth grade students of SMPN 10 Parepare. The sample of this study was class VIII students consisting of 27 people, students were selected using purposive sampling. The form of pre-test given was 10 matching test questions and 10 multiple choice with treatment in 4 meetings.

The results showed that the pre-test scores of eighth grade students increased after being taught using the Duolingo application. The average score obtained by students through the pre-test was 41.11 and the post-test was 79.26. This is supported by the hypothesis test which obtained a t table value of 1.705. Thus, since the calculated t-test is 8.745 > 1.705, the basis for decision making is H0 is rejected and Ha is accepted, which means that the Duolingo application can improve the vocabulary mastery of students in class VIII of SMPN 10 Parepare. In addition, students also look active and enthusiastic in the learning process by using the Duolingo application.

Keywords: Duolingo Application, Improve, Vocabulary

ABSTRAK

Aplikasi Duolingo merupakan aplikasi pembelajaran bahasa Inggris, yang digunakan untuk mengajarkan kosakata bahasa Inggris, yang dapat meningkatkan kemampuan mengeja, kemampuan kosakata, kemampuan berbicara, dan pemahaman kata. Penelitian ini bertujuan untuk mengetahui penggunaan aplikasi Duolingo untuk meningkatkan penguasaan kosakata bahasa Inggris siswa.

Peneliti menggunakan metode pra-eksperimental dengan desain one group pre-test and post-test design dalam penelitian ini. Populasi penelitian ini adalah siswa kelas VIII SMPN 10 Parepare. Sampel penelitian ini adalah siswa kelas VIII yang terdiri dari 27 orang, siswa dipilih dengan menggunakan purposive sampling. Bentuk pre-test yang diberikan adalah 10 soal menjodohkan kata dan 10 soal pilihan ganda, dengan perlakuan dalam 4 kali pertemuan.

Hasil penelitian menunjukkan bahwa nilai pre-test siswa kelas VIII mengalami peningkatan setelah diajar dengan menggunakan aplikasi Duolingo. Nilai rata-rata yang diperoleh siswa melalui pre-test adalah 41,11 dan post-test adalah 79,26. Hal ini didukung oleh uji hipotesis yang memperoleh nilai t hitung sebesar 1,705. Dengan demikian, karena t hitung 8,745 > 1,705, maka dasar pengambilan keputusannya adalah H0 ditolak dan Ha diterima, yang berarti aplikasi Duolingo dapat meningkatkan penguasaan kosakata siswa kelas VIII SMPN 10 Parepare. Selain itu, siswa juga terlihat aktif dan antusias dalam proses pembelajaran dengan menggunakan aplikasi Duolingo.

Kata Kunci: Aplikasi Duolingo, Meningkatkan, Kosakata.

Introduction

Vocabulary is the basic component aspect in learning language besides pronunciation and grammar. In learning a language especially foreign language like English, as the beginner that must be known and mastered in the vocabulary. As a learner that learn a new language, that have a difficulty in learning process to make the material to be mastered. In learning process that conduct by itself or teacher that needs method that make the learning process easier, fun, relax and interesting.

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In the modern era, that the technology was growth so fast, not to be a difficulty thing to makes learning process more interesting. Technology also makes the learning process more various and learners suggested the use of the technology can work to help to organize and provide the material for learners, help learners, and teachers interact, anytime and anywhere. There many applications can use to learning vocabulary that give interesting and fun features so that didn't make boring in replying the same topic. Therefore, it is needing a technology can apply as the media to support learning process without the limitation time and has various feature to make the learning process more interesting and nor make easier to get bored (Satbana et al 2021).

Duolingo has been the subject of several studies, one of which discussed how motivation to learn a new language plays an important role in learners' mastery to improve their language skills Vesselinov & Grego (2012). Munday (2016) recommends using Duolingo in the classroom, stating that students prefer it to homework. In addition, some students continued to use Duolingo after the lesson ended. These findings suggest that students may find Duolingo more entertaining and effective than advanced students. Ahmed (2016) conducted this research. He looked at the use of technology to help people learn languages. Duolingo is a modern program that makes learning a second language easier.

Before conducting the preobservation, the researcher expected that students in SMPN 10 Parepare had a good vocabulary, but in fact after conducting the preobservation, the results found in the field did not match the researcher's expectations because the teacher said that students' vocabulary from the explanation above, the researcher concludes that the use of technology is currently very influential in the world of education. Therefore, the researcher chose Duolingo for schools because it can be used as a medium for teaching vocabulary.

The researcher also made observations at SMP 10 Parepare to find out how well the students at the school were speaking English. The researcher asked the English teacher directly if the students' vocabulary mastery was very weak, especially in eighth grade. Therefore, the researcher was convinced to choose Duolingo for school as a learning media to improve students' vocabulary mastery. Because Duolingo for school has many interesting features and does not make students bored, by using Duolingo for school as a

medium, students can add vocabulary that helps improve vocabulary mastery, especially nouns, adjectives and verbs.

Method

This study used pre-experimental research with a one group pre-test and post-test design. There is only one group in this pre-experimental research design. This design is done by giving a pre-test followed by treatment and then a post-test. There are two variables used by researchers in this study. They are the independent variable and the dependent variable. "The use of duolingo for school application" is the independent variable because it affects students' vocabulary mastery, while the dependent variable is "students' vocabulary mastery" because it is affected by duolingo for school application.

Results and Discussion

The research findings and data analysis are based on data obtained from students' learning activities taught using the Duolingo for school application. The results obtained are presented using quantitative descriptive method. In this study, the author conducted a pre-test at the first meeting to find out the extent of students' vocabulary mastery before being given the treatment and then gave a post-test after being given the treatment. This study was conducted for four meetings attended by twenty-seven students. The pre-test and post-test materials given were matching test and multiple choice.

A. Scoring classification on Pre-test and Post-test

A.1. Scoring classification of pre-test

Table 4.1: Scoring classification of pre-test.

No	Classification	Score	Frequency	Percentage
1.	Excellent	96-1000	0	0%
2.	Very Good	86-95	2	8%
3.	Good	76-85	0	0%
4.	Fairly Good	66-75	1	3%
5.	Fair	56-65	2	8%
6.	Poor	46-55	3	11%
7.	Very Poor	0-45	19	70%

Total		27	100%

Table 4.1 shows the classification of student scores on the pre-test. The table 4.1 shows that many students were below the minimum criteria achievement classification. Some students scored very poorly on the pre-test score classification. This proves that students have low vocabulary mastery. Table 4.1 shows the diverse student scores, which indicate that no students scored Excellent (0%), two students scored very good (8%), no students scored good (0%), one student scored fairly Good (3%), two students scored fair (8%), three students scored poor (11%), and eighteen students scored very poor (70%). It can be concluded that the students' pre-test scores are still far below the average.

A.2. Scoring classification of post-test

Table 4.2: Scoring classification of post-test.

	Classification	**Score**	**Frequency**	**Percentage**
1.	Excellent	96-1000	0	0%
2.	Very Good	86-95	7	25%
3.	Good	76-85	10	38%
4.	Fairly Good	66-75	7	25%
5.	Fair	56-65	1	4%
6.	Poor	46-55	1	4%
7.	Very Poor	0-45	1	4%
	Total		27	100%

Table 4.2 shows the classification of students' scores on the post-test after being given treatment using the Duolingo for school application. The table 4.2 shows that there is an i in students' vocabulary mastery. Where no student scored excellent (0%), seven students scored very good (25%), ten students scored good (38%), seven students scored fairly good (25%), one student scored fair (4%), one student scored poor (4%), and one student scored very poor (4%). It can be concluded that the students' pre-test scores are still far below the average. Based on these results, it shows that the percentage and classification of students' scores in the post-test are higher than the pre-test. So, it can be concluded that students' vocabulary mastery improved after being given treatment using the Duolingo for school application.

B. The Mean Score and Standard Deviation of Students in Pre-test and Post-test

Table 4.3: Mean Score and Standard Deviation of Students in Pre-test and Post-test.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	41.111	27	20.8628	4.0150
	POST TEST	79.259	27	11.9859	2.3067

Table 4.4 shows the average scores of students in the pre-test and post-test. The average score on the pre-test was 41.11, and the average score on the post-test was 79.26. The average score on the post-test was higher than the students' score on the pre-test. This shows that students' scores improved after using the Duolingo for school application as a medium in teaching students' vocabulary. The results of the standard deviation of students' vocabulary mastery shown in table 4.4 are 20.8628 before treatment and 11.9859 after treatment. The lower the standard deviation value, the better the effect of the media used. This means that students' vocabulary mastery has improve after using the Duolingo for school application as a medium in learning.

C. Hypothesis Testing

Table 4.4: Hypothesis Testing.

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	PRE TEST - POST TEST	-9.44444	5.93771	1.14271	-11.79332	-7.09556	-8.265	26	.000

From the output above, it is known that the df value is 26 and the value is 0.05. Researchers use this value as a reference basis in calculating the t table value in the t statistical distribution. Then the t table value is 1.705. Thus, because the calculated t value is -8.745 > 1.705, the selection of the basis for decision making is H0 rejected and Ha accepted. Which means that the Duolingo for school application can improve students' vocabulary mastery in class VIII.5 SMPN 10 Parepare.

Duolingo application can improve students' vocabulary because this application can be used anytime and anywhere so that this application can be more easily accessed by students and also easily applied in the English teaching and learning process. This can be seen from the increase in student scores. This research is supported by Yuwono (2022) which states that student scores have increased significantly, especially in mastering vocabulary and the use of the Duolingo application can make it easier for students to learn because this application is easier for students to access so that the Duolingo application becomes one of the alternative English language learning media.

The use of the Duolingo application can help beginners in learning English, researchers found that students' ability to learn English at first was still very below average so that after using the Duolingo application, students' English improvement became more improved. In line with Ahmed's research (2016) states that the Duolingo application can help beginners who are learning languages, especially in improving their English language skills.

The findings of Manan (2017), stated that the use of the Duolingo application has a significant effect in learning English by using the application for students at his campus. This study has a difference with previous researchers, this study lies in the scope of its limitations, where the researcher uses the Duolingo application to implement four English language skills in students, while this study is only limited to students' ability in vocabulary.

Compared to learning using books, researchers found that students feel more interested when learning using smartphones, especially in learning English vocabulary using the Duolingo application, this research is supported by Kususmadewi (2018) that student learning outcomes with electronic media such as the Duolingo application have a positive influence compared to conventional learning so that learning English using the Duolingo application has a positive influence.

Most students prefer to use the Duolingo application as a medium in learning English because the Duolingo application has several advantages including students understanding the material more easily and being enthusiastic in learning vocabulary. This research is supported by Jaelani and Sutari (2020) that many students prefer to learn English vocabulary using the Duolingo application because they find it easier to understand the material and are more excited and enthusiastic about learning so that they can come up with new ideas in learning English.

After students learned English by using the Duolingo application, the researcher found that the Duolingo application was quite effective in increasing students' motivation to learn English. This shows that the Duolingo application can motivate students to learn English and is effective in increasing students' vocabulary. This research is supported by Habibie (2020) and De Castro (2016) that Duolingo application can motivate students to learn English because it was found that this application is effective in increasing vocabulary.

Duolingo for school is an application created to make it easier for people to learn multiple languages for free and easily. Students often feel bored or lazy in learning a language but in Duolingo for school, they will learn a language using diverse techniques and it is fun for beginners to learn a new language. In the application, there are several types of exercises that they can do in the application, such as in unit 1 understanding basic phrases, Unit 2 expressing common phrases, Unit 3 discussing the names of food and animals, Unit 4 using plural words. Learning using duolingo for school is preferred because it has diverse and interesting features from the usual media so students who want to improve their vocabulary can use the Duolingo for school application as an easy and fun language learning application.

Conclusion

This study aims to prove that the Duiolingo app for schools can improve students' English vocabulary acquisition at SMPN 10 Pare pare. After giving the English proficiency test to the students, the researchers analyzed the test results and consulted the findings.

The researchers have analyzed and argued that teaching vocabulary using the Duolingo for school application is one of the appropriate ways. The use of Du2olingo for school application as a media has a significant effect on the vocabulary mastery of students of grade VIII SMPN 10 Pare-pare. This is evidenced by the average pre-test and post-test scores of students in class VIII SMPN 10 Pare-pare of 41.11 and the average post-test score of 79.266 which shows a significant difference between the average pre-test score and the average post-test score.

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