CHAPTER I

INTRODUCTION

1.1 Background of the Research

Education is a planned activity aimed at achieving certain goals, such as providing knowledge or developing skills and character traits. These goals may include the promotion of understanding, rationality, kindness, and honesty. Some researchers highlight the importance of critical thinking in distinguishing education from indoctrination. Some theories view education as a means of improving the student, while others define it in a value-neutral way. In a different sense, education may refer not to the process of learning, but to the knowledge and abilities acquired through this process. Education has traditionally been the process of passing on cultural traditions from one generation to the next. Today, educational goals often include promoting personal growth and liberation, preparing students for the demands of modern society, fostering empathy, and teaching advanced vocational skills.(Wikipedia, 2022)

Education is the field that focuses on the ways in which teaching and learning take place in formal school settings, as opposed to other non-formal and informal methods of socialization such as community development projects and parenting. (Bowen, 2022) As society becomes more complex and schools become more structured, education becomes less connected to daily life and more focused on abstract concepts, separated from practical application. This emphasis on formal education allows children to learn a greater amount of their culture than they would be able to through observation and imitation alone. As the value placed on education increases, there is also a greater effort to define the goals, content, organization, and strategies of education. This leads to an increase in literature and advice on child-rearing and the development of educational philosophies and theories.

To learn a new language, one must learn its vocabulary. Vocabulary can be defined in various ways, and many linguists have offered their own definitions. Neuman and Dwyer 2009 as cited in (Alqahtani, 2015) stated that vocabulary can be defined as the words someone must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary). It means, without learning vocabulary, the students will be impossible to communicate effectively.

In line with, Tnanh Huyen and Thi Thu Nga in Rouhani and Purgharib (2013, as cited in (Asyiah, 2017) also noted that vocabulary is connected to the four language skills of listening, speaking, reading, and writing in a foreign language. The statement means, mastering vocabulary enables the students to be mastered in English language skills. Furthermore, the importance of learning vocabulary also has been conveyed by Zimmerman in Coady and Huckin 1998 as cited in (Alqahtani, 2015) that vocabulary becomes fundamental to language and is very important for ordinary language learning.

Duolingo is a free, online language learning platform that is available on various devices, including websites, Android and iOS phones, and tablets. It offers a range of languages for learners to choose from, including English, Arabic, Spanish, French, Dutch, and more. Duolingo also has a community of educators who can share lesson ideas and experiences with each other, such as teachers or students. The platform allows users to track their progress and dedication through various data points, including points earned, course overview, streak, and time spent.

Duolingo is great for learning English words for a few reasons. First, it makes learning fun with games and challenges. Second, it helps you remember words by repeating them at the right times. Third, it shows words in sentences so you learn how to use them in real situations. Fourth, it uses both pictures and sounds to help you remember better. Fifth, the game-like features keep you motivated. Sixth, it adjusts the difficulty based on how well you're doing. Seventh, you get instant feedback on your answers. Eighth, you can use it on your phone anytime. Lastly, there's a community where you can

talk to others learning English. While Duolingo is helpful, using different methods is good for learning English well.

1.2 Identification of the Phenomenon

It was found that there are still many students at SMK Wahidin Cirebon whose vocabulary knowledge is quite low, based on information gathered from English teachers. The majority of students need guidance, assistance through demonstrations, and need to be translated first to answer questions in English from Indonesian. The fact that students feel bored with learning using conventional media, such as books, is also one of the reasons to incorporate other media in learning, such as using the Duolingo app. Because integrating digital media into vocabulary instruction is another contributing factor to this issue. Based on the above research background, the formulation of this research problem is: "THE EXPLORING OF USING DUOLINGO APPS FOR TEACHING ENGLISH VOCABULARY."

1.3 Delimitation and Focus of the Research

This study is to describe the implementation of Duolingo apps in learning English vocabulary. Duolingo provides numerous features that might help students learn the language rapidly, such as daily word lists, discussions with other users to share knowledge, and greater immersion for more advanced learners. When students use the Duolingo app, they will receive learning that focuses on increasing and growing understanding of English vocabulary.

1.4 Research Questions

Based on the research background and the identification of phenomena, the research questions are:

1. How is the process of Duolingo app in learning English Vocabulary?

2. What are the teachers' perceptions of Duolingo app in learning English Vocabulary?

3. What are the students' perceptions of Duolingo app in learning English Vocabulary?

1.5 Aims of the Research

Based on the research, the objectives of this exploring are:

1) Implementing the Duolingo application as an English vocabulary learning media.

2) To find out teachers' perception of the use of Duolingo application as a medium for teaching English vocabulary.

3) To find out students' perception of the use of Duolingo application as a medium for learning English Vocabulary.

1.6 Significances of the Research

The theoretical significances of this research are:

1) For those learning English.

This study is anticipated to help English language learners get better at speaking the language by utilizing the Duolingo app to practice.

2) For English teachers.

This study will provide more knowledge and insight into the advantages and contributions of Duolingo as a language-learning tool.

3) For the research

This study can be helpful and provide invaluable experience when seeking knowledge.

1.7 Theoretical Foundation

The following terminology related to the issue need to be explained in order to provide clear information in this study, English is referred to as a foreign language in language learning. Teaching or learning a language that is not one's native tongue outside of a setting where it is frequently spoken is referred to as foreign language learning or teaching. Learning a "foreign" language is distinguished from learning a "second" language. The student of a second language is assumed to live in a setting where the new language is spoken. Second Language Acquisition (SLA) is a term used in the field of research to refer to the process of learning a foreign language, and to study the ability of humans to learn languages other than their first language after it has been acquired.

The usage of a software program created to run on a mobile device to assist students in the language learning process is what Gardner and Davis identify as language learning applications. Mobile technology is being adopted for teaching and studying languages at a rapid rate. Applications for language learning offer simple access for all students, regardless of location or schedule. Numerous programs are used to increase pupils' linguistic proficiency so they can learn English more effectively. (Davis, 2013)

The language-learning application includes Duolingo. "Duolingo is considered as a future in learning languages and in global communication," according to The application Duolingo was created to aid students in learning a new language, and it allows them to do so in multiple languages. Because it is made to be simple and comfortable, users don't feel like they are learning; instead, they are having fun. "Duolingo can function effectively as an adjunct to a formal language education delivered through a school or institution, whether in the classroom or online," notes (Munday, 2015)

1) The Definition of Duolingo Application

Duolingo Application is a free app that was created in November 2011 by Louis Von Ahn and Severin Hacker. Duolingo application builds a world with free education and no language barriers. In the mobile version, Duolingo does not have as many as in the verb version. It has more than 30 million registered users. Duolingo offers several languages for English speakers as well as others for non English speaking students, and users can suggest new language courses they want Duolingo to develop.

Based on Duolingo guidebook stated that Duolingo application has a lot of languages which language learners can choose the language what they want to learn, such as English, Arabic, Spanish, Dutch, French, and another language (Web, 2015). Besides it, Duolingo also has an educator forum that the users can exchange lesson ideas and experiences with each other such as teachers or students to them easier in learning English. And the other hand, the Duolingo application, is easy to use and more

interesting so it will be comfortable to be one of the media that we apply in English learning.

In learning English, students should know about vocabularies, because by knowing the words they will try how to use them to express their ideas andcommunicate. As one of the language learning applications, Fatah stated that Duolingo is one of the language learning applications that can be applied in teaching vocabulary (Fatah, 2019). With this application, students can develop their vocabulary knowledge about words in English, students need to have adequate vocabulary mastery. One of the reasons vocabulary is basic knowledge and very important for students in mastering four skills of language (reading, writing, speaking, and listening).

Guaquet et al assumed that Duolingo Application was provided vocabulary practice and gave opportunities for students to evaluate their knowledge and identify the need to continue improving (Guaquet *et al.*, 2018). This means that the duolingo app is promoted as a teaching tool that may be used in the classroom to give students a fresh learning experience that is motivated by feedback, high-quality content, and quality. As a result, the Duolingo app can enhance learning and provide students with an engaging way to acquire knowledge. It can be the most effective method for pupils to improve their English language proficiency and acquire the vocabulary necessary for studying the language.

Jascova mentions that Duolingo is seen as a future in learning language and in global communication (Jašková, 2014). This program is made to make language learning enjoyable and simple for students. An internet connection is necessary to use the Duolingo language learning program, which has a greater range of functions than other language learning apps. The Duolingo application offers various features, including Achievement, Crown levels, Lingots, Daily objective, and Clubs user networking.

2) The Procedure of Learning Vocabulary by Duolingo Application

Duolingo is an extremely user-friendly and uncomplicated program. Learners must download and install the Duolingo app on their Android or iOS smartphone from Google Play or App Store. The steps to utilize the Duolingo application are as follows:

a. Download application Duolingo application in Google play store or App store.

b. After you installed it, learners can choose the English language from a list of 16 languages. In the English language can choose out of 15 complete courses.

c. Next, the learners have selected which language they wish to learn, the app asks them to "pick a daily goal". The daily goals range from casual, Through *Regular,* and *serious* to *Insane, denoting respectively 5, 10, 15,* and *20* minutes of practice day.

d. Then registration, without any more questions or even registration for the course, the learner can go right into their first lesson by tapping start.

e. Then the learners can choose one of the types of exercises of Duolingo application.

f. The first exercise is Duolingo give is a selecting picture exercise for vocabulary where the learners are chosen to select the right meaning of pictures.

g. The next exercise is translating the sentence. Translation exercise in which the learners the language they know to the language they want to learn or the other way around. There are two kinds the way how to translate the sentence. First, the learner just chooses the right translation of the words provided and they must arrange those into the right sentence. Second, learners must type the right translation based on the sentence.

h. Then, listening exercise, in which listen to a short phrase in the second language and have to type it correctly. Listening exercise where the learners must listen to a sentence being spoken and type in they heard it.

i. Speaking exercise, in which learners have to say what they read. A speaking exercise is offered as well, during which learners have to read out loud a sentence in the language they are learning.

j. The last, it has also the exercise fill in the blank. In an exercise in the form of multiple choices, the learners should choose the right answer among two or three choices.

3) The Advantages and the Disadvatages of using Duolingo Application

Students can expand their understanding regarding language learning with the aid of Duolingo. Learning a language becomes more engaging and pleasurable when the Duolingo app is used.

There are several advantages of Duolingo as an application of language learning. Groves, Hopskins and Reid argues that the applications of language learning are free and promises all kinds of advanced features which can increase students' motivation in learning, especially Duolingo (Groves, Hopkins and Reid, 2015). The features of Duolingo were designed to become a fun and effective application to be learning assistance. Muddin states that Duolingo can be accessed anywhere and everywhere (Muddin, 2018a). It is a language learning application which allows the students to learn wherever and whenever they want. Munday explains that "Duolingo incorporates some gamification element" (Munday, 2015). The students like to use this application because they feel like playing a game while learning and they also enjoy. it can motivate and engage the students in learning.

Every application for learning a language has advantages and disadvantages depending on the circumstances and learning environment. There are some disadvantages on the use of Duolingo application in learning. The18 lack of internet connection can be a big problem to run the application (Mataniari, 2019). For instance, students can use the Duolingo app anywhere there is a reliable internet connection, thus they cannot utilize it in rural locations with inadequate internet connectivity. For pupils who used Duolingo to access language skills, it becomes a negative element. Gupta argues that learning applications often lack the feature

(Gupta, 2020). While there are many applications available for language learning, not all of them are high-quality and feature-rich enough to support students throughout the learning process. The Duolingo application lacks support for video capabilities, despite the fact that videos are among the media that can considerably inspire students to learn. According to Powers, language learning with the use of applications insanely easy to become distracted (Powers, 2017). Many students lose track of time that could be spent learning and completing assignments due to distractions from other mobile apps and functions, like playing games.

4) Vocabulary

Laufer (1997 as cited in (Laufer, 2012) states that vocabulary learning is at the heart of language learning and language use. It is what makes the essence of a language. Without vocabularies, speakers cannot convey the meaning and communicate with each other in a particular language.

As Edward said, vocabulary is a crucial component of teaching language. "Vocabulary is one of the important factors in all language teaching: students must continually learn words as they learn the structure and as they practice sound system". Determining the words that students are referring to in terms of their vocabularies that is, their meanings, spoken and written forms, collocations, connotations, grammatical behavior can be challenging at times. Learning vocabulary is a crucial component of learning a foreign language. It is common practice to stress a new word's significance in books and verbal conversations. For language learners, vocabulary is crucial and regarded as the core of language instruction. Vocabulary is the basis for a person to learn a foreign language (Susanto, 2017). Vocabulary learning is an important part of learning a foreign language because the meaning of new words is emphasized very often, both in books and in class. It is also a language teaching center and very important for language learners (Alqahtani, 2015).

5) Teaching Vocabulary

According to Thornbury teaching words are a fundamental aspect of learning a language as languages based on words (Thornbury, 2002). It implies that teaching vocabulary comes before teaching the four language skills that children need to learn in order to communicate in English: speaking, writing, reading, and listening. Students will find it easier to acquire the four language skills if they have a larger vocabulary. In addition Teaching vocabulary is a crucial aspect in learning a language as languages are based on words (Alqahtani, 2015)

6) Discovery Learning

The Discovery Learning Method is an active, hands-on style of learning, originated by Jerome Bruner in the 1960s. Bruner emphasized that we should be "learning by doing." With this method, students actively participate instead of passively receiving knowledge. Students interact with their environment by exploring and manipulating objects, wrestling with questions and controversies or performing experiments. They are encouraged to think, ask questions, hypothesize, speculate, cooperate and collaborate with others. They develop confidence in problem solving and feel comfortable using knowledge they already have. Instead of a student being an empty vessel for a teacher to fill with knowledge, the Discovery Learning Method takes into consideration that all students have some background knowledge that they may be able to apply to the current subject at hand.

The Discovery Learning Method is a constructivist theory, meaning it is based on the idea that students construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences. Hosnan said that discovery learning is a model of active thinking learning by finding, investigating by itself so that the process and results will last long in the memory (Hosnan, 2014). Wulandari et al said that the choice of learning discovery because this model provides an opportunity for students to think, find, argue, and work together through scientific learning activities, so can get knowledge of important concepts

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which will have an impact on improving learning outcomes (Yun Ismi Wulandari, Sunarto and Totalia, 2015).

7) Perception

Perception is the way people notice thing, especially with the senses. In addition, perception is an idea, a belief or an image people have as a result of how to see or understand (Hornby, 2006). According to Danamaya Liekas Perception is the process that people use to manage and interpret their sensory impressions to give meaning to their environment. Perception of something can be positive or negative. Through perception, people can create a relationship through their five senses with the environment. Sight, sight, taste, smell and touch (Danamaya Liekas, 2022).

According to the Longman Dictionary of Contemporary English, perception is commonly understood to mean one of three things:

a. how you think about something and your impression of it

b. how you notice things using your senses (hearing, sight, etc.)

c. your innate capacity for rapid understanding or observation.

Generally speaking, perception consists of an observation of a certain circumstance or setting. It could be a mental picture, idea, or actual sense-based awareness of an element in the surroundings. Put differently, it is an interpretation of a physical experience or state of captivity that allows for understanding. This broad description can be interpreted as a person's capacity for both mental and physical perception, hearing, feeling, and presenting or comprehending what they perceive about their surroundings through their social interactions. A lot of specialists have different perspectives about perception. According to Stone and Nielson, perception is an intellectual organization of sensory stimuli both internal and external, connected with a particular person and object (Stone and Nielson, 1982).

1.8 Previous Research

Previous studies related to this research is "The students' perceptions about use of Duolingo Application for Improving English Vocabulary" research by (Tiara, Rahman and Handrianto, 2021). This article discusses the use of technology, specifically the Duolingo app, to support English vocabulary learning in the classroom. It reviews previous research on this topic and provides information on student perceptions of the Duolingo app. The goal of the article is to explore the potential of technology as a tool for enhancing English vocabulary learning and to provide insights for teachers who may be considering using the Duolingo app in their classrooms. Given the various challenges in education today, it is important for instructors to consider alternative approaches to teaching English vocabulary, such as using technology.

The second previous studies related to this research is "The students' perceptions of using Duolingo as a language tool for learning English" research by (Lestari, 2022). This study aims to understand how English students perceive the use of the Duolingo app as a language learning tool and to determine which language skills improve after using it. The research used a qualitative design and involved 28 English students at the Universitas Islam Malang who had used the Duolingo app for over 40 days. Data were collected through a questionnaire and interviews with the students.

The Third previous studies related to this research is "Utilizing Duolingo in Learning Vocabulary" research by (Cesarini *et al.*, 2021). This study aimed to investigate the use of the Duolingo app for vocabulary learning, the effect of Duolingo on students' vocabulary skills, and students' perceptions of the app. A qualitative research design was used and data were collected through tests, a questionnaire, and observations. The data were analyzed using the Miles and Huberman model. The results showed that Duolingo significantly improved students' vocabulary skills, as indicated by the test results. This suggests that Duolingo is a useful tool for enhancing vocabulary skills, which can be particularly beneficial during the current

global pandemic when technology is an important resource for learning English.

The fourth previous studies related to this research is "Improving Vocabulary through Duolingo Application in CALL at the seven grade of SMP" research by (Wijaya, Yufrizal and Kadaryanto, 2016). This research aimed to find out whether the Duolingo app could improve English vocabulary achievement among seventh grade students at an SMP (junior high school). A pre- experimental design with a single group that received a pretest and posttest was used. The results showed that the Duolingo app can be used to teach English vocabulary and that students' mean scores improved from 61.15 to 77.25. The hypothesis was tested at a significance level of 0.05 and the results showed that the Duolingo app can be used to improve vocabulary achievement. The researcher recommends that English teachers use the Duolingo app as a teaching tool to increase students' engagement in the learning process.

The fifth previous studies related to this research is "The effect of Duolingo Application on students' English vocabulary mastery" research by (Aulia, Wahjuningsih and Andayani, 2020). This study investigated the impact of the Duolingo app on students' English vocabulary skills using a quasi-experimental post-test only design. Eighth-grade students at a junior high school in Jember participated in the study. The experimental group used the Duolingo app for vocabulary instruction, while the control group used flashcards. Vocabulary test scores were collected and analyzed using SPSS and an independent sample t-test. The results showed a significant difference between the two groups, with the experimental group (who used Duolingo) scoring higher than the control group. The significance value was 0.017, which was less than 0.05. This suggests that using the Duolingo app has a significant effect on students' vocabulary mastery.

The sixth previous studies related to this reseach is "The implementation of Duolingo mobile application in English Vocabulary Learning" reseach by (Irawan, Wilson and Sutrisno, 2020). The objectives of this research were to gather data and analyze the effects of using the Duolingo mobile

application on English vocabulary. The research was conducted at SDN 02 Ciputat, and data were collected through tests. The vocabulary mastery tests were administered in questionnaire form. The method used to evaluate the software quality was a system quality test (Software Quality Assurance) based on established factors and criteria. The data showed that the application received a "pretty good" score of 73.8%, indicating that the Duolingo mobile application can be an effective learning tool, particularly for helping students understand English.

The seventh previous studies related to this research is "The use of Duolingo Apps to Improve English vocabulary learning" research by (Ajisoko, 2020). Education is the process of learning knowledge and skills, and learning English involves acquiring diverse approaches and techniques. The use of technology has become a popular solution to address the challenges of learning English. The Duolingo app provides innovative ways to learn a language on a mobile phone. This research aims to explore the use of the Duolingo app in improving students' vocabulary at the Bor- neo University of Tarakan. The research design is a pre-experimental study with a pretest and post-test. The sample consists of 10 students who will practice using the Duolingo app for 30 days at a "regular" intensity (20 XP per day). The research instruments include tests and questionnaires to answer the research question of how the use of Duolingo impacts students' vocabulary. The results show that students' scores increased, providing useful information for teachers and students to have convenient, extensive language learning practice.

The eighth previous studies related to this research is "Students' perception on the use of Duolingo as a language learning application for learning English" research by (Utami, 2020). This research aimed to assess students' perceptions of the Duolingo app as a tool for learning English and to identify which language skills were improved through its use. A quantitative research design was used and data were collected through a questionnaire. The results showed that students had mostly positive perceptions of the Duolingo app for learning English. The questionnaire

results indicated that nearly all of the students agreed that the app had many positive effects on their learning process, such as increased motivation, more opportunities for active participation, a strong influence on learning, better understanding of the material, and more opportunities to practice and apply language skills in daily life. The app was also found to help students learn and memorize vocabulary, improve pronunciation, better understand grammatical rules, and master English skills more easily. These positive aspects of the Duolingo app were seen as providing many benefits to the students, suggesting that it could be a useful tool for language learning and improving language learning activities.

The ninth previous studies related to this research is "Students' perceptions of using Duolingo Application as a media in Learning Vocabulary" research by (Jaelani and Sutari, 2020a). This research explored students' perceptions of using the Duolingo app as a tool for learning English vocabulary. The study used a combination of questionnaire and interview data collected from 30 second-grade students in a junior high school in Bogor, Indonesia. The results showed that the majority of students had positive perceptions of using the Duolingo app for learning vocabulary, citing advantages such as ease of understanding the material, increased excitement and motivation for learning, the ability to combat boredom, and the encouragement of new ideas for learning. The use of gamification in teaching and learning, as exemplified by the Duolingo app, is becoming increasingly popular in the 21st century as a way to make learning fun and engaging for students. English teachers can use such tools to help their students learn effectively and enjoy the process.

The tenth previous studies related to this research is "The Effect of Using Duolingo Application as Mobile Assisted Language Learning (MALL) on Students' Vocabulary Mastery at SMK Pembangunan Bagan Batu" research by (Mardiah, Education and Training, 2023). this research demonstrates that the use of the Duolingo application as Mobile Assisted Language Learning (MALL) has a significant positive effect on students' vocabulary mastery. The study, conducted with third-year students at SMK Pembangunan Bagan Batu,

employed a quasi-experimental design with an experimental group using Duolingo and a control group without it. The statistical analysis, with a significance value of 0.016, confirms that the application of Duolingo led to a notable improvement in vocabulary skills compared to traditional methods, rejecting the null hypothesis and supporting the effectiveness of Duolingo in enhancing vocabulary acquisition.

The last previous studies related to this research is "Students' perceptions of using the Duolingo application as an online English learning medium" research by (Novitasari and Purnamaningsih, 2022). This study aimed to investigate the perceptions of junior high school students in Karawang towards the use of the Duolingo application for learning English. The research employed a qualitative descriptive method, with five female students from the second grade participating. The data was collected through the use of questionnaires distributed using Google Forms. The results indicated that the students had a positive perception of the Duolingo app for online learning English.

The similarities among these articles lie in their exploration of students' perceptions and experiences with using the Duolingo application for English language learning. Each study investigates how students perceive the effectiveness of Duolingo in improving their English vocabulary skills. They all employ various research methodologies, such as qualitative and quantitative approaches, to collect data from students regarding their experiences with Duolingo. Additionally, all the articles aim to provide insights and recommendations for educators and language learners regarding the integration of technology, particularly Duolingo, into language teaching and learning practices. Despite differences in research design, sample size, and specific research contexts, the common focus on understanding student perceptions and the potential benefits of using Duolingo underscores the relevance and importance of technology-enhanced language learning in contemporary educational settings. This research, although aligned with previous studies in its exploration of the potential benefits of Duolingo, takes a broader approach by examining the effectiveness and overall implications

of integrating Duolingo into language teaching practices, aiming to provide comprehensive insights and recommendations for optimizing the technology in diverse educational contexts.

The differences among these articles primarily lie in their research methodologies, objectives, and contexts. For instance, "The students' perceptions about use of Duolingo Application for Improving English Vocabulary" by Tiara, Rahman, and Handrianto focuses on exploring students' perceptions of using Duolingo for vocabulary improvement, reviewing previous research, and providing insights for teachers. In contrast, "The implementation of Duolingo mobile application in English Vocabulary Learning" by Irawan, Wilson, and Sutrisno specifically evaluates the effectiveness of Duolingo in vocabulary learning using a system quality test. Additionally, studies like "Improving Vocabulary through Duolingo Application in CALL at the seven grade of SMP" by Wijaya, Yufrizal, and Kadaryanto utilize pre-experimental designs to investigate the impact of Duolingo on vocabulary achievement among seventh-grade students. Furthermore, "Students' perceptions of using Duolingo Application as a media in Learning Vocabulary" by Jaelani and Sutari focuses on exploring students' positive perceptions of Duolingo for vocabulary learning, highlighting the app's advantages in combatting boredom and enhancing motivation. Each study contributes unique insights into the effectiveness, perceptions, and potential benefits of using Duolingo for English vocabulary learning, providing valuable knowledge for educators and language learners. In contrast, my thesis takes a comprehensive approach by examining the broader impact of Duolingo's features on language acquisition, learner engagement, and retention, aiming to provide educators with insights into optimizing technology in the context of language teaching and learning. Through empirical investigation and pedagogical analysis, this research seeks to support a balanced and strategic approach to improving English vocabulary acquisition across a range of educational environments.

A comparison of eleven articles underscores the significant potential of the Duolingo app as a valuable tool for improving English vocabulary learning among students. Across diverse research methodologies and contexts, positive student perceptions, improved vocabulary acquisition, and the advantages of technology in language education emerge as consistent themes. These findings suggest that Duolingo can effectively supplement traditional teaching methods, offering educators an innovative approach to engage students and facilitate language learning. However, while the evidence is largely affirmative, further research is needed to explore the long-term effects and optimal integration strategies of Duolingo in language education, ensuring its continued relevance and effectiveness in diverse educational settings.

1.9 Frame of Thought

Discussing classroom strategies and attempting to apply fresh teaching and learning methods is a collective effort that engages all participants and leverages their available resources. Every individual recognizes that the modifications made result from the collective input. Basically, the fact that various teachers frequently utilize distinct strategies in the classroom is one of the reasons it is challenging to describe what teachers do in general. Strategy is "the application that which actually takes place in a classroom. It is specific steps, plans, or invention which utilized to accomplish learning objectives" (Richards and Rogers, 2000). (Dick and Reiser, 1996) emphasized that "teachers have the privilege to select a wide variety of teaching strategies to attain learning objectives". In addition, according to Jarvis, "a professional teacher ideally must be able to apply a variety of teaching strategies in order to achieve learning outcomes" (Jarvis, 2010). This is relevant to all subjects, English included.

Vocabulary is one of the fundamental components of English, as was stated in the literature study that came before it. It is common knowledge that speaking, reading, writing, and listening are the four core competencies. Teaching vocabulary should be more enjoyable and fun for the students so that they will be interested in the teaching and learning process. Teaching

vocabulary is not simply giving the kids some words to write and memorize. The manner of instruction is more crucial when it comes to teaching vocabulary. In order to help the teacher teach vocabulary to the students, the Duolingo application was used as the teaching learning medium. The study was carried out as follows:
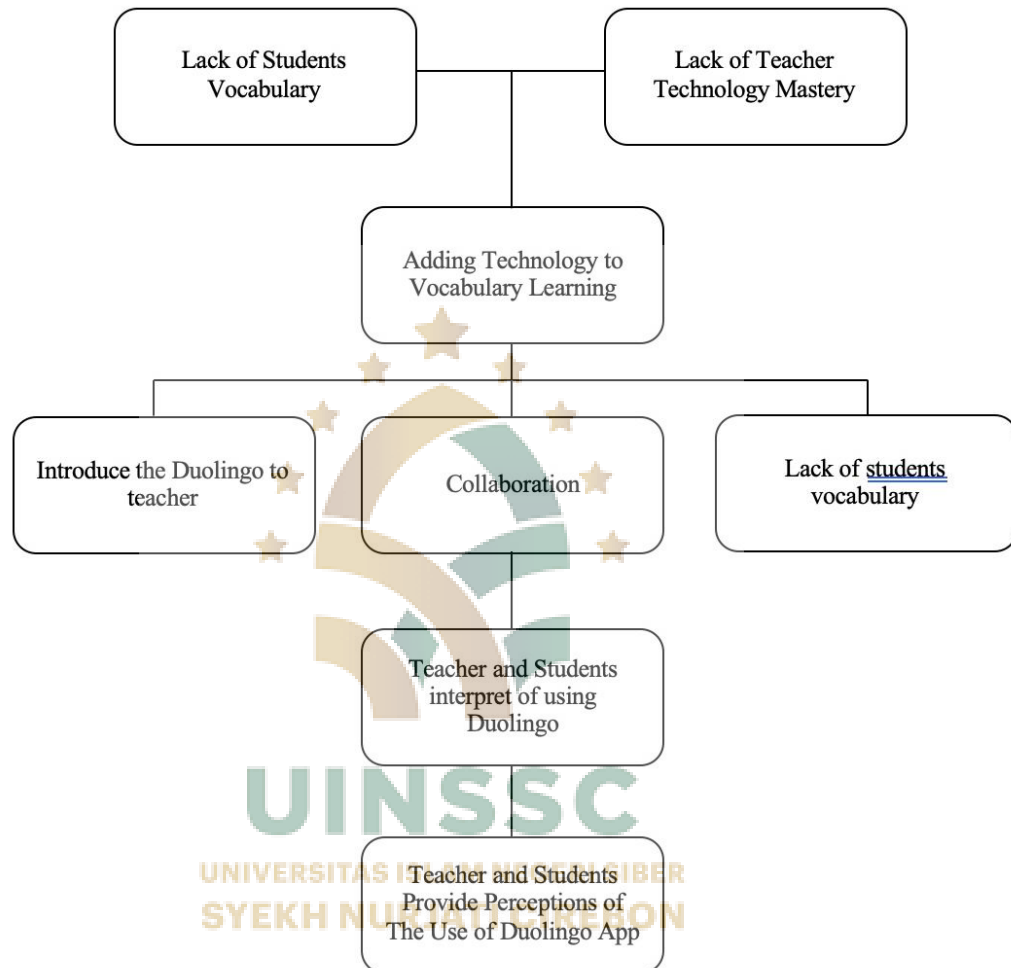
1.10 Research Method

1) Research Design and Steps of the Research

Data collecting methods refer to how researchers get information. Researchers employ two research instruments to meet the given study aims. Specifically, observing and conducting interviews. The basic challenge contained in the qualitative approach, according to Patton, is the process of data collection through numerous specific procedures utilized in data collection, such as observation, interviews, and recording (Patton, 2002). In most qualitative investigations, data collection and

analysis occur concurrently. It indicates that researchers do not wait until all of the data has been acquired before beginning to analyze it (Ary, Jacobs and Razavieh, 2002). The following are the data collection procedures used in this study:

a. Observation

In this study, researchers made observations to obtain data about activities while in class, student involvement and students' perspectives regarding the application of Duolingo in learning English vocabulary. The researcher also made an observation sheet. (See the observation attachment for more details).

b. Conducting Interview

Conducting interviews, the researcher created a list of questions to ask students about their experience using Duolingo. Researchers also make recordings to complement and help understand the information. After that, the researcher asked several questions to the selected subjects while recording, and the researcher arranged the interviews based on the recorded data.

c. Questionnaire

Researchers used closed questions when creating a questionnaire. Students are asked to choose one of the answers provided.

2) Data Analysis Techniques

Data analysis is the process systematically arranging the interview, transcripts, field notes, and other materials. Ary states data analysis involves three steps: organizing the data, summarizing the data and interpreting the data (Ary, Jacobs and Razavieh, 2002).

a. Organizing

The first step in organizing data is to reduce the data, which is accomplished through a process known as coding. Coding is the process of reducing data by grouping or categorizing data acquired through observation sheets, interview transcripts, recordings, questionnaires, and other sources. The acquired data was categorised

by the researcher. The data was classified by the researcher. All of the information was categorized here.

b. Summarizing the data

      The researcher must check the data before summarizing it. It does this by examining all items with the same code and aggregating the categories to find relationships and connections between them. This means that after categorizing all the data into certain terms, the researcher summarizes only the relevant data. The research objective is used to summarize the data. So there are three research objectives. 1) Implementing Duolingo in English class 2) Student motivation on the importance of English vocabulary 3) Students' opinion about the use of Duolingo in learning English vocabulary.

c. Questionnaire

A questionnaire was used in conjunction with the test as a supportive tool. The researcher has provided the students with a number of questions that relate to the research problem. Students had to choose one of five options for each of the five questions that indicated their level of interest, including strongly agree, agree, neutral, disagree, and strongly disagree.