CHAPTER I

INTRODUCTION

This chapter elaborates the introduction of the study which consist of the background of the study, identification of study, the scope of the study, the problem of study, the objective of the study, and significant of study that consists of theoretical significance and practical significance.

1.1.   Background Study

Background Study

Vocabulary is the most important aspect of teaching and learning the language especially in English. Vocabulary is the key to communicate successfully with other people in the world. A good understanding of vocabulary will improve all areas of communication such as listening, speaking, reading, and writing. According to Namaghi, et.al (2015) vocabulary which has mastered well plays an important key role in critical thinking of the learners in the whole process of second/foreign language learning. Without a good mastery of vocabulary, other aspects of language learning such as listening, speaking, reading and writing are all attics in the air. As a common and fundamental tool for communication and acquiring knowledge, vocabulary usually develops with age. Getting an extensive vocabulary is the biggest challenge in teaching and learning a foreign language.

The challenges that should be solved, always need various methods or techniques. To make an effective and enjoyable environment between a teacher and students in the teaching and learning process, a teacher needs to know the students' interest. Besides, the teacher also should know some variations in teaching English to attract students' attention. To increase the vocabulary, the used of media is needed. One of them is gamification. Gamification in education, or gamification in learning in some sources, often uses other terms such as game thinking, game-play principles for education, motivational design, engagement design, etc. However, in this case, it is very different from game-based learning because it does not involve students making their games or playing video games whereas basically, game-based learning is learning that directly uses commercial games. Gamification is a term that leads to the use of game-based elements such as mechanisms, aesthetics or beauty, and game strategy thinking in a non-game context that aims to involve people, motivate action, enhance learning abilities, and enlighten a problem, Huynh (2016). So, this gamification could be assumed in the educational context as a provider of facilities for students in learning English. According to Harmer (2001) in Hidayat (2016), game-based learning or gamification in education could make the learners more motivated and enthusiastic in learning vocabulary.

In the tenth grade of SMK Negeri 1 Sukasada, the English teacher has taught the students by using various techniques such as playing a game, song, play a role, and other techniques. It made students easy to understand the materials. Nonetheless, students still have some problems with their vocabulary. Based on the preliminary observation, the main problem in this school was that students still lack some vocabulary. The students were difficult to remember some words when the

teacher asked them to make some sentences or paragraphs. The students also found difficulties when they want to speak up their idea in English class. The lack of vocabulary made them shy to transfer or tell their idea to their classmates. Sometimes, the English teacher should translate his questions into the Indonesia language because most of them could not understand what the teacher said. The English teacher felt confused about how to solve this problem because the English teacher had used more enjoyable techniques in teaching English. Besides, the students in SMK Negeri 1 Sukasada, especially in the multimedia majority, were uninterested with the other aspect except for technology.

Moreover, the researcher found that Duolingo Mobile Application could give a significant effect on students' vocabulary. It was known from the previous studies about this application, Huynh, et al (2016) shows that Duolingo is enjoyable for newcomers who start from the first. However, it will be less enjoyable for advanced users who start at the third milestone. The second study by Munday (2016) suggested that Duolingo was a mobile application which very easy to operate, very useful and has significant potential for helping students' vocabulary achievements, although its main lessons are not supported the communicative competency. The next result by Ishikawa et al. (2016) Duolingo is more closely related to faculty assessments than TOEFL® iBT scores. Ye. F (2014) showed some main results. One of the results is that the participants' scores on the first test before using Duolingo English Test correlated highly with their scores on a second test two weeks later, it could indicate that Duolingo test scores are reliable with a good test-retest reliability coefficient.

The Duolingo Mobile Application was not famous in Indonesia, especially in educational areas. Based on some articles that the researcher got about this application, this game was used for teaching ESL (English for Second Language) learners in other countries such as Germany, Brazil, China and so forth. Even though, this application was very easy to operate.

Nowadays, many students used applications that were less useful for themselves and their education. Rather than students using their smart-phones for things that were not important, it was better to use Duolingo Mobile Application to facilitate their learning process. In SMK Negeri 1 Sukasada, the students were allowed to bring and operate their smart-phone during break time or the teaching and learning process if it was needed. But, during the break time after the teaching and learning process, most of the students in SMK Negeri 1 Sukasada used their smart-phone for stalking their social media, playing online games, browsing something, and so forth. It was not useful and could make them unfocus on their studies. So, this application would help the students to learn about vocabulary easily and interestingly. They also could felt enjoy, because this application was like playing a game or called as game-based elements. With these considerations, the researcher felt fit to apply this application in SMK Negeri 1 Sukasada especially in the major of multimedia which was learned about technology.

The novelties of this research were the differences between the participants and the setting. Besides, most of the studies were about the used of Duolingo for the young learner, junior high school students, and college students. But in this study, the researcher used Duolingo for senior high school students.

Therefore, this study was aimed at investigating whether or not there was any significant effect of using Duolingo on the vocabulary of the tenth-grade students of Senior High School in SMK Negeri 1 Sukasada in academic year 2019/2020. Furthermore, the result of this study found that Duolingo mobile application give significant effect on the vocabulary of the tenth-grade students. The result also showed the large effect of using Duolingo as a technique. This study is useful for the pedagogical implication of language learning.

1.2.   Identification of Study

Based on the background of the study above, there was a problem identify as follows:

The effect of using Duolingo was investigated as a mobile application which can give a significant effect on students' vocabulary.

1.3.   Scope of The Study

This study was limited at investigating the effect of Duolingo as a technique on vocabulary at tenth-grade students of Senior High School in SMK Negeri 1 Sukasada that located at Jalan Srikandi, Sambangan village, Sukasada district, Singaraja city, Buleleng, Bali.

1.4. Problem of The Study

The problem proposed in this study stated as follows:

Is there any significant effect of using Duolingo on the vocabulary of the tenth-grade students of SMK Negeri 1 Sukasada in academic year 2019/2020?

1.5. Objective of The Study

Based on the research problem above, the objective of this study was to investigate whether or not there was any significant effect of using Duolingo on the vocabulary of the tenth-grade students of SMK Negeri 1 Sukasada in academic year 2019/2020.

1.6. Significance of Study

The result of the study was expected theoretical and practical significance. The theoretical and practical significance of this research was described as follows:

1.6.1. Theoretical Significance

The result of this study was expected to provide a better or high level of students' achievement in vocabulary by using Duolingo Mobile Application and lead to the possibility of the more effective and interactive environment on teaching and learning process in the classroom. Furthermore, this study was useful for the pedagogical implication of language teaching and learning.

1.6.2. Practical Significance

a. For Students

The result of this study directly helped the students to increase their knowledge especially for enrich their vocabulary in learning English by using Duolingo Mobile Application.

b. For Teacher

This result of this study used as a comprehensible input for the teacher in enriching their knowledge about the benefits of using Duolingo Mobile Application and can be used as an example of effective and enjoyable teaching variations.

c. For Researcher

For other researchers, this study was expected to be the reference for those who want to conduct a similar study and this can be used as guidance for better work in teaching by using mobile application-gamification.