

The Analysis of Using Duolingo Application Towards Students' Vocabulary Development at the Tenth Grade of SMK Negeri 1 Bawolato

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Abstract

This study analyzes the use of applications in developing the vocabulary of grade X students at SMKN 1 Bawolato. The ability to speak English is a very important skill in the era of information and globalization. Technology plays an important role in facilitating the learning process that can improve English skills, such as HelloTalk, Rosetta Stone, Babbel, Beelinguapp, and Duolingo. This study focuses on the Duolingo application, which offers 66 language courses in 23 languages, with additional courses being developed. Riva (2023) added that Duolingo provides translation system-based exercises, which support English-Indonesian and Indonesian-English translation. The results of observations at SMK Negeri 1 Bawolato with 30 class X students on May 22, 2024, revealed that students were less interested in learning English because of inadequate vocabulary, less interesting traditional teaching methods, and the tendency to use smartphones for entertainment rather than educational purposes, while interview data were analyzed to find out whether the Duolingo application can develop vocabulary in male and female students, and finally documentation as evidence in the field. The purpose of this study was to analyze the use of Duolingo as a learning medium in improving students' English speaking skills at SMK Negeri 1 Bawolato, Nias Regency, to address this gap and evaluate its potential as an effective tool for language learning.

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INTRODUCTION

The 21st century represents a time of globalization characterized by swift advancements in science and technology. The emergence of multimedia technology and its use in education, showcasing audio, visuals, and animation effects, adds a unique essence to the learning experience. Technology in education serves as a facilitator and indicates that it can assist in organizing and structuring content for students; enable interactions among students, teachers, and parents at any time and from any location. The capability to communicate in English is an essential skill required by individuals in the era of information and globalization, as the

presentation and understanding of science and technology are largely found in English. In the learning process, it certainly cannot be divorced from the influence of technology (Muhammad et al., 2023). Technology can streamline all types of internal requirements related to the learning process. In today's world, numerous applications exist that assist students in enhancing their English proficiency. Some applications for learning English include HelloTalk, Rosetta Stone, Babbel, Beelinguapp, Duolingo, and others (Yuyan, 2024).

The researcher concentrated on a specific application: Duolingo, which provides 66 courses across 23 languages, with an additional 22 courses currently being developed. As stated by (Riva, 2023), "Duolingo is an online platform for language learning that supports learners with activities primarily focused on translation." In this research, the translation centered on Indonesian to English and the other way around. Duolingo gives users the option to select vocabulary categories like nouns, verbs, adjectives, prepositions, possessive pronouns, colors, dates, professions, locations, society, and inquiries. This study focused on present and past verbs, as these were topics where students frequently encountered challenges. The verbs in Duolingo are frequently reiterated, which helps with memorization. Another mobile app that is transforming how individuals learn languages is Duolingo. Since its debut in 2011, Duolingo has gained popularity among global language learners. Duolingo engages millions of users through innovative techniques like games, spaced repetition, and artificial intelligence to ensure that language learning is enjoyable and efficient (Novita et al., 2020). Research findings (Vesselinov & Grego, 2012) have shown Duolingo's efficacy in assisting individuals in language acquisition and its capacity to engage learners who might lack access to conventional classroom education. Nevertheless, challenges concerning technology use and age persist. When addressing the matter of age-restricted technology like gadgets, parents find themselves torn between shielding their children from dangers and using technology to enhance education (Taufik et al., 2023). With a balanced approach, parents can utilize technologies such as gadgets as tools for engaging learning media.

Vocabulary is considered to be the main focus of learning a foreign language since there is a belief that learning a foreign language is similar to learning its vocabulary, in order to comprehend more about why vocabulary has an important role in learning the language, it is better to look at the definition of the vocabulary first. Webster's dictionary defined vocabulary as follows: A list or collection of words and phrases usually alphabetically arranged and explained or defined, as a list of words employed by a language group individual work or in relation to a subject: scope of language, and a list of a foreign language textbook of the words and phrases taught or used (Philip Babcock Gove, 1996). Vocabulary is a key part of learning a language. A limited vocabulary can negatively affect students' ability to speak English (Zhou, 2020). Without knowing enough words, students struggle to form sentences and express their thoughts, feelings, and ideas (Rahman & Hidayatullah, 2019). This slows down their speaking development. Learning English is important because it is the most widely spoken language in the world. It is used in international communication, science, culture, and technology (Feng, 2021). Many academic books

are written in English, so understanding the language helps students gain knowledge. English also plays a major role in global communication and the transportation industry. Therefore, Indonesian students need a strong grasp of English vocabulary to succeed (Wang, 2022).

According to preliminary observations conducted by the researcher on May 22nd, 2024, it was discovered that students at SMK Negeri 1 Bawolato showed a lack of interest in learning English. This resulted from various reasons; primarily, numerous tenth grade students struggle with learning English due to a limited vocabulary and challenges in retaining it. They lacked a broad vocabulary; secondly, they showed little interest in the provided content since the teachers relied on traditional teaching methods to convey information to the students; lastly, some of them used their smartphones solely for entertainment, particularly for gaming. Consequently, the researcher explored the English learning app, Duolingo, which offers significant advantages in enhancing English language abilities. This application features 4 skills in the English language: listening, speaking, reading, and writing. Additionally, this application allows students to directly practice their pronunciation of English words and sentences effortlessly (Muchsonny et al., 2021).

However, the fact when application of duolingo english on May 22nd, 2024 is that teachers still used the teacher method, however learning methods are still teacher-centered, difficulties in pronunciation, no friends to practice, difficulty in understanding material related to speaking, and students spend more time playing with gadgets and the last is the English teachers use the Duolingo app but have not been able to develop language skills. This causes a gap between the research that has been carried out and the facts on the ground. This gap can be exploited by future researchers to answer the question of whether difficulties in understanding learning material are caused by the learning media used (online learning) or other factors that must be researched. Finally, based on the explanation above about the students' ability to speak English, the researcher analyzed the Duolingo application used by the English teacher (Hidayatullah et al. n.d.).

RESEARCH METHODOLOGY

The researcher describes and discusses the results of the research that has been conducted at The Tenth Grade of SMKN 1 Bawolato. In general, Chapter IV explains the results of the research and discussion. Based on the problems and objectives of the research, it is sourced from in-depth interviews, direct observation, and documentation studies that are explored in accordance with the problems and objectives of the research (Bradway, 2020).

This research was conducted at SMKN 1 Bawolato. This research was done from July 2024 to August 2024, starting from submitting a research title in October 2023. In July 2024 the researcher conducted research by collecting data in the form of observation and interviews, followed by working on the results of field surveys (Perfetti, 2007). The observation checklist is used by the researcher based on the results of observations in the field. The following table are the results of researchers' observations regarding the use of the Duolingo Application on The Vocabulary Development of Tenth Class Students at SMKN 1 Bawolato.

Duolingo plays a crucial role in Vocabulary Development at SMKN 1 Bawolato and has applied the concepts and indicators as noted during the researcher's observations. Nonetheless, there is one factor that remains unexecuted, specifically Develop and present results. The teacher encourages students to think critically by expanding on the information gathered and utilizing Duolingo as a resource that assists students with texts, followed by creating dialogues. Students require re-instruction, as some have struggled to apply the scenario (brief oral dialogue). The teacher subsequently encourages each group to present their short oral conversations (Kumar et al., 2019).

This chapter will detail the findings of the research, grounded in issues pertinent to the study, the supporting theories, and the methodologies employed. The findings will be shared based on the outcomes of interviews and documents. This chapter's discussion is derived from the outcomes of data gathered via interview studies and the documentation of informants essential to the research (Clark et al., 2017). This chapter on the results and discussion of the research will explain various issues related to the interview outcomes conducted by SMKN 1 Bawolato in September-October 2024.

Students' Interview Sheet

This interview was conducted with the Tenth grade Students

Day/date : Thursday
 Time : 08.30-10.00 WIB
 Location : SMK Negeri 1 Bawolato

No.	Questions	Studentis' Responses
1.	Can you tell us about your experience with learning English?	S1, S5, S4, S8, S9, S19, S29 : limited learning S2, S3, S4, S6, S7, S11, S12, S13, S14, S15, S16, S17, S18, S19, S20, S21, S22, S23, S24, S25,S26, S27, S28 : yes I can speak english
2.	How did you first hear about Duolingo?	S1, S2, S3, S4, S5,S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16, S17, S18, S19, S20, S21, S22, S23, S24, S25,S26, S27, S29, S30 : Interesting
3.	What motivated you to start using Duolingo for learning English?	S1, S2, S3, S4, S22, S23, S24, S25,S26, S27, S29, S30 An application that motivates me and influences me, there are features that are very helpful S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16, S17, S18 : we can gather that this dulinggo can help us in adding common words that we use every day S5, S19, S20, S21 : can improve my vocabulary
4.	How often do you use Duolingo?	All of the student say : 5 minutes a day
5.	What features of Duolingo do you find most helpful in learning English?	S1, S2, S3, S4, S5, S20, S21, S22, S23, S24, S25,S26, S27, S29, features of Duolingo : speaker S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16, S17, S18 : there are games like puzzles
6.	Have you noticed any improvements in your English vocabulary since using Duolingo?	All of the student said : Since using this application in my vocabulary lessons my vocabulary has increased daily depending on usage.

In this section, the researcher presented the results of the study in the form of interview results between the researcher and students in the English subject who became informants. Namely regarding learning English using. The informants selected were students who took part in the teaching and learning process in class, especially class XII - OTKP with a total of 30 students at SMKN 1 Gunungsitoli. where the implementation of learning was carried out on Monday and Thursday at 08.30-10.00 WIB. Therefore, the researcher asked students to answer several questions regarding the use of duolingo in the learning process in helping students learn English vocabulary well. has it been implemented optimally or sometimes their teachers do not implement it in the teaching and learning process. as seen, students still do not understand how to use the features in this application, so teachers need to pay attention to this and find a solution.

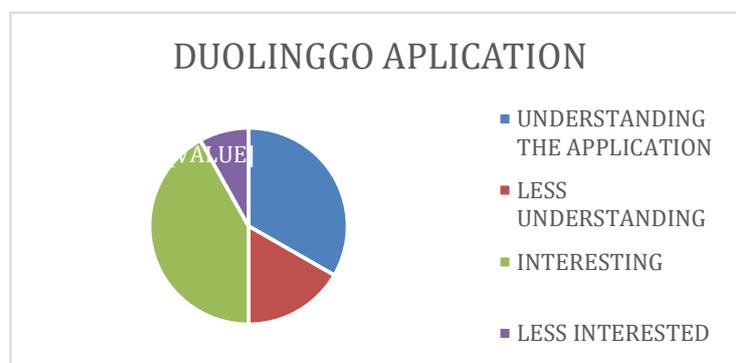
RESULT AND DISCUSSION

How the students' vocabulary development taught by using Duolingo Application at the tenth grade of SMKN 1 Bawolato?

"Duolingo is a no-cost online language platform that offers translation tasks for acquiring vocabulary and grammar (through studying and practicing a specific topic), in addition to exercises for enhancing pronunciation and listening skills" (Herlina et al., 2021). Duolingo is user-friendly due to its straightforward procedure, making it accessible for people of all ages. This indicates that Duolingo is user-friendly and more engaging, making it a suitable tool for our media usage in classroom instruction. Examining the issue presented, the researcher utilizes one of the methods to engage students' interest in learning English vocabulary. Duolingo is a free app and website for learning languages. As the creator mentioned on their website, "Duolingo creates a world with accessible education and no language obstacles." Users can learn languages without charge while concurrently translating online content" (Widyastuti & Kusumadewi, 2018). Duolingo is an app designed to help students learn a language in an enjoyable and effective way, ensuring that they experience fun rather than feeling like they are studying. Additionally, Jaskova mentions that Duolingo is a good tool for acquiring vocabulary in language learning. It can enhance students' clarity and retention of words, spark their curiosity, foster appreciation, and bring joy to learning as it provides challenges in the educational journey. The researcher advantage in picking Duolingo application is that the application utilizes gamification procedures that make it simple and amusing to utilize.

Based on the results of data processing regarding the Use of the Duolingo Application for Vocabulary Development of Grade X Students of SMKN 1 Bawolato in English learning using. In general, Duolingo is a useful asset for anyone who wants to get to know other dialects in a helpful, open, and intelligent way. Whether you are a student, advanced, or just someone who wants to further develop their language skills, Duolingo can provide a variety of benefits to help you achieve your goals. Therefore, researchers asked students to answer several questions regarding

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CONCLUSION

Based on the results of the research and discussion that has been done, the following conclusions can be drawn: That the 21st century has witnessed rapid progress in science and technology, which has had a significant impact on the education sector. The integration of multimedia devices has revolutionized teaching methods, providing a dynamic and interactive platform for learning. Educational technology, such as the Duolingo application, plays an important role in improving students' vocabulary and language skills. English, as a global language, is essential for accessing knowledge, technology, and international communication. This study focuses on the use of Duolingo at SMK Negeri 1 Bawolato to overcome students' low interest and challenges in learning English, such as limited vocabulary. The results of the research above, it is hoped that it can be implemented to achieve better goals in the future in using The Duolingo Application for Students' Vocabulary Development.

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