

**THE INFLUENCE OF USING DUOLINGO
APPLICATION IN TEACHING VOCABULARY
TO YOUNG LEARNERS IN THE SECOND
SEMESTER AT THE SIXTH GRADE OF
MI FANTRI BHAKTI LAMPUNG
TENGAH IN THE ACADEMIC
YEAR 2022/2023**

Thesis

**Submitted as a Partial Fulfillment of the Requirements for S1-
Degree**

By:

DESI NOVITA SARI

NPM: 1811040347

Study Program : English Education



**TARBIYAH AND TEACHER TRAINING
FACULTY RADEN INTAN STATE ISLAMIC
UNIVERSITY LAMPUNG
1445 H/2024 M**

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Advisor : M. Ridho Kholid, S.S., M.Pd

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**TARBIYAH AND TEACHER TRAINING
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UNIVERSITY LAMPUNG
1445 H/2024 M**

ABSTRACT

THE INFLUENCE OF USING DUOLINGO APPLICATION IN TEACHING VOCABULARY TO YOUNG LEARNERS IN THE SECOND SEMESTER AT THE SIXTH GRADE OF MI FANTRI BHAKTI LAMPUNG TENGAH IN THE ACADEMIC YEAR 2022/2023

By :

DESI NOVITA SARI

The vocabulary mastery of students at MI Fantri Bhakti Lampung Tengah was still low. Some students still have difficulty memorizing vocabulary. The objective of this research was to know whether there was significant influence of using Duolingo Application in Teaching Vocabulary to Young Learner of the sixth grade students at MI Fantri Bhakti Lampung Tengah in the academic year of 2022/2023.

The research methodology of this research was quasi experimental design. In this research, the population was the sixth grade of MI Fantri Bhakti Lampung Tengah which consisted of 50 students in 2 classes. The sample of this research were two classes, the first was VI A as experimental class and the second was VI B as control class. There were 25 students for experimental class (VI A) and 25 students for the control class (VI B) the total sample was 50 students. In the experimental class, this research used Duolingo Application. And in the control class used Flashcard. In collecting the data, this research used instrument in the form of multiple choice which consisted of 20 questions. The treatment was held in 3 meetings. The instrument was given in the pre-test and post-test. Before giving the treatment, the researcher gave pre-test for both classes. Then, after conducting the treatments, the instrument was given in the post-test. After giving pre-test and post-test, this research was analyzed by using SPSS.

From the data analysis showed that the Duolingo Application score obtained by students before and after treatment had significant influence, this could be seen from the hypothesis testing used computed by using SPSS, it was obtained that Sig. = .019 and $\alpha = 0.05$. It means H_a was accepted because Sig. < $\alpha = .019 < 0.05$. Therefore, there is a significant influence of using Duolingo Application in Teaching Vocabulary to Young Learner at the Second Semester of the Sixth Grade of MI Fantri Bhakti Lampung Tengah in the Academic Year of 2022/2023.

Keyword: *Duolingo Application, Quasi Experimental Design, Vocabulary to Young Learn*



DECLARATION

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Thesis Title : The Influence of Using Duolingo Application in Teaching Vocabulary to Young Learner the Sixth Grade at MI Fantri Bhakti Lampung Tengah in the Academic Year of 2022/2023

I hereby stated that the thesis entitled “ The Influence of Using Duolingo Application in Teaching Vocabulary to Young Learner the Sixth Grade at MI Fantri Bhakti Lampung Tengah in the Academic Year of 2022/2023” is completely my own work. I am fully aware that I have quoted some statement. References, and ideas from various sources and those are properly knowledge in the text.

Bandar Lampung 13 June 2023

Decelerated by



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Board of examniner:

The Chairperson : Prof.Dr.Moh.Muhassin, M.Hum (.....)

The Secretary : Zakiyah, M.Pd (.....)

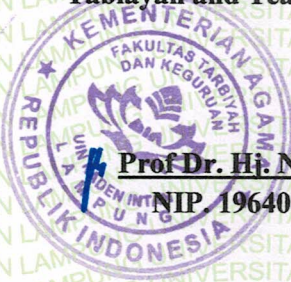
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MOTTO

قَالَ يٰٓاٰدَمُ اٰتِنِيْهِمْ بِاَسْمَائِهِمْ فَلَمَّا اٰتٰهُمْ بِاَسْمَائِهِمْ قَالَ اَلَمْ اَقُلْ لَكُمْ اِنِّىْۤ اَعْلَمُ غَيْبَ السَّمٰوٰتِ
وَالْاَرْضِۗ وَاَعْلَمُ مَا تُبْدُوْنَ وَمَا كُنْتُمْ تَكْتُمُوْنَ ﴿۳۳﴾

33. He said : O' Adam, tell them their names;’ and when he had told them their names, He said; ‘Did I not say to you, I know the secrets of the heavens and of the earth, and I know what you reveal and what you conceal? (Q.S.Al-Baqarah {1}:33)¹



¹ Abdullah Yusuf Ali. The Holy Qur’an Text And Translation, (Millat Book Centre: New Delhi, 2006).p.1067

DEDICATION

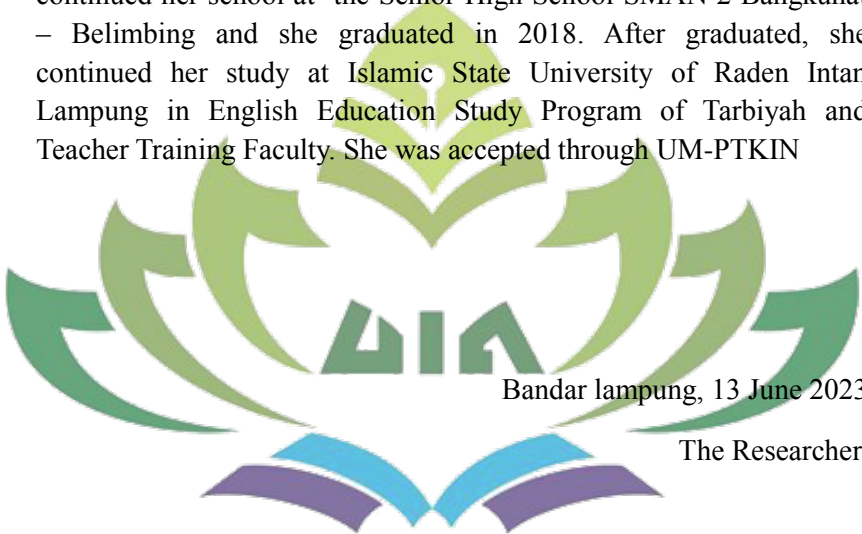
Alhamdulillah, from the deep of my heart, this thesis is dedicated to everyone who cares and love me. I would like to dedicate this thesis to :

1. My God Allah SWT, whose blessing and mercy have been very crucial to the completion of my thesis.
2. My beloved grandparents, Mr. Yatiman and Mrs. Yainem, who never stop praying and giving motivation and hope for my success. Thank you for your endless love and support, both spriritually and materially, and you are my biggest spirits in completing this thesis, I really love my granparents.
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4. My beloved sister and brother Indri Yunita Sari and Brother April.
5. All my beloved lecturers, classmates and almamater of the Department of English Education, Faculty of Tarbiyah and Teacher Raining, Raden Intan Lampung State Islamic Universisty who have contributed at a lot to my development both academic skilss and knowledge during my studies at the university.

CURICULUM VITAE

Desi Novita Sari. She was born on April 14th, 2000 in Bandar Dalam,. She is the first child of Mr. Sumarno and Mrs. Rumiati. She has a younger sister named Indri Yunita Sari and a younger brother named April.

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Bandar lampung, 13 June 2023

The Researcher,

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Finally, nothing is perfect neither this thesis. Any corrections, comments, and suggestions for the goodness quality of this thesis. Therefore, the writer sincerely welcomes suggestions and comments for the readers and she expects that the thesis is useful for readers.

Bandar Lampung

The researcher,

Desi Novita Sari

NPM: 1811040347

TABLE OF CONTENT

COVER	ii
ABSTRACT	iii
DECLARATION	v
APPROVAL	vi
ADMISSION	vii
MOTTO	viii
DEDICATION	ix
CURRICULUM VITAE	x
ACKNOWLEDGEMENT	xi
TABLE OF CONTENTS	xii
LIST OF TABLES	xvi
LIST OF FIGURES	xvii
LIST OF APPENDICES	xviii

CHAPTER I INTRODUCTION

A. Title Confirmation	1
B. Background of the Problem	2
C. Identification and Limitation of the Problem	5
D. Formulation of the Problem	5
E. Objective of the Research	5
F. Significance of the Research	6
G. Relevance Research	6
H. Systematics of the Research	9

CHAPTER II FRAME OF THEORY AND HYPOTHESIS

A. Theory	11
1. Vocabulary	11
1.1 Definition of Vocabulary	11
1.2 Types of Vocabulary	12
1.3 The Importance of Teaching and Learning Vocabulary.....	15
1.4 The Purpose of Teaching and Learning Vocabulary	16
1.5 Media	16
2. Duolingo	17

2.1 Definition of Duolingo	17
2.2 The Advantages and Disadvantages of Duolingo ..	18
2.3 Learning Step by Using Duolingo Application	19
2.4 Concept of Repetition Drill Technique	24
2.5 Steps of Repetition Drill Technique	25
2.6 Concept of Flashcard	26
2.7 Teaching Vocabulary using Flashcard to Young Learner	26
2.8 The Advantages and Disadvantages of Flashcard ..	27
B. Hypothesis	28

CHAPTER III RESEACRH METHOD

A. Place and Time of the Research	29
B. Research Design	29
C. Population, Sample and Data Collecting Technique	30
1. Population	30
2. Sample	31
3. Sampling Technique	32
4. Data Collecting Technique	32
D. Operasional Definition of Variables	35
E. Research Procedure	35
F. Validity and Reliability of the Instrument	38
G. Hypothesis Testing	42

CHAPTER IV RESULT AND DISCUSSION

A. Description of Treatment	43
1. Control class	43
2. Experimental Class	44
B. Result of the Research	46
1. Pre-test of Control Class	46
2. Post-test of Control Class	47
3. Pre-test of Experimental Class	47
4. Post-test of Experimental Class	48
C. Result of Data Analysis	49
1. Fulfillment of Assumption	49
a. Result of Normality Test	49

b. Homoginity Test	50
c. Hypothetical Test	51
D. Discussion	52

CHAPTER V CONCLUSION AND RECOMENDATION

A. Conclusion	55
B. Recomendation	55
1. For the English Teacher	55
2. For the Students	56
3. For further Researcher	56

REFERENCES	57
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APPENDICES	61
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LIST OF TABLES

Table 1 Students' English Vocabulary Mastery School MI Fantri Bhakti Lampung Tengah	3
Table 2 Research Pre-test and Pos-test	30
Table 3 The Students of Fantri Bhakti Elementary School Lampung Tengah	31
Table 4 The Spesification of Pre-Test and Post-Test Before Validity	36
Table 5 The Spesification of Pre-Test and Post-Test After Validity ..	37
Table 7 The Result Normality Test of the Experimental and Control Class	50
Table 8 The Result Homogeneity Test	51
Table 9 The Result Hypothetical Test	51



LIST OF FIGURES

Figure 2.1 Display of Language Selection	21
Figure 2.2 Display of Home Page	22
Figure 2.3 Translation Exercise.....	22
Figure 2.4 Vocabulary Exercise	23
Figure 2.5 Listening Exercise	23
Figure 2.6 Pronunciation Exercise	24



LIST OF APPENDICES

Appendix 1 The result Interview with English Teacher of MI Fantri Bhakti Lampung Tengah	62
Appendix 2 Interview question for Students MI Fantri Bhakti Lampung Tengah	64
Appendix 3 Syllabus	66
Appendix 4 Lesson Plan for Experiemntal Class	69
Appendix 5 Lesson Plan for Control Class	84
Appendix 6 Blue Print Pre-test and Pos-test	99
Appendix 7 Validation Form of Vocabulary Test	116
Appendix 8 Gain Score of Pre-test Pos-test	118
Appendix 9 Result Pre-Test Pos-test	118
Appendix 10 Test of Normality test	120
Appendix 11 Result of Homogeneity test.....	120
Appendix 12 Result of Hypothetical test.....	121
Appendix 13 Result of Validity Insrument Pre-test Pos-test.....	122
Appendix 14 Students Score of Pre-test and Post-Test	124
Appendix 15 Documentation	125
Appendix 16 Surat Penelitian	128

CHAPTER I

INTRODUCTION

A. Title Confirmation

As a first step to understand the title of this research, it is necessary to explain the key related to the title of this research and to avoid misunderstanding, the researcher to explain more the title of this research. The title of this research is “ **The Influence of Using Duolingo Application in Teaching Vocabulary to Young Learners.**

Vocabulary is a fundamental component of language proficiency. Vocabulary knowledge is an essential element of language learning because a limited vocabulary in a second language will impede successful communication. Vocabulary also important role in learning to listen, speak, read and write. In learning English the students should know about vocab are by knowing the words, they will try how to use them to express their ideas and communicate.

Vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve their potential and maybe discouraged from making use of language learning opportunities around them such as listening to the radio ,listening to a native speaker ,using language a different context, and reading or watching television.¹

Duolingo is one of the most popular writing learning media. Defines Duolingo as the future of language learning and global communication. Duolingo is a mobile-based language application that uses combination of visual, audio and also questions about a grammar of language.²

McKaystates that young learners are those who learn English as a foreign language or second language for the first six or

¹Jack Croft Richards, Jack C Richards, and Willy A Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge university press, 2002).

²Alvons Habibie, ‘To Enhance Efl Students ’ Motivation in Learning’, *Jurnal Bahasa Dan Literature*, 9.1 (2020), 13–26.

seven years of the formal school system that is usually in the elementary school level. Based on McKay's definition, those elementary school learners in Indonesia whose ages range from 7 to 13 year-old, can be categorized as young learners.³

B. Background of the Problem

“ Learning happens best when the application feels like a game. Duolingo is just plain fun, and we are able to leverage this in the classroom.”.(By Pamela Park)

The sentence above, could be classified as one of the quotes from Duolingo for Schools by Pamela Park. If we look further, in other words that Duolingo is a language learning application, especially English. Nowadays, there are many English learning media that can be used to support learning activities, one of which is the Duolingo application because it is one of the most popular language learning applications in use. So, what is Duolingo application? Nushi and Eqbali states, Duolingo can be a media in learning a second language, especially vocabulary.

Duolingo offers “ Gamification” learning, for users. The games in this application provide benefits for users to learn the target language.⁴ Therefore, that technology media can be way to support teaching and learning activities. English teaching cover four skills, namely listening, speaking, reading and writing. One of important aspects to be learned in language learning is vocabulary, and it is a major core in studying a foreign language.⁵ From the explanation above, we can conclude that vocabulary is the main basic in learning a language.

English is considered as a difficult subject for the Indonesia, it means that vocabulary is very important in the process of learning English. Without sufficient vocabulary, students cannot

³I.K.T.A Ana, ‘Teaching English Vocabulary for Young Learners through Electronic Guessing Game’, *Journal of Psychology and Instructions*, 2.1 (2018), 22 <<https://doi.org/10.23887/jpai.v2i1.13738>>.

⁴Musa Nushi, M. Eqbali, Duolingo: A Mobile Application to Assist Second Language Learning teaching English with technology, 17 (1) , 2017) , 89-98

⁵Jeremy Harmer, ‘Jeremy Harmer-*The Practice of English Language Teaching*’ (Longman (2001). pdf. Longman Pearson Education Limited, 2001).

understand a reading or written text. It could be very critical for each person who examines a language to recognize and enhance vocabulary due to the fact the extra vocabulary we understand the higher we are able to recognize the which means of the words. Teachers have the critical position to build children's vocabularies. They need to understand the elements in coaching consisting of methods, strategies, techniques, and media, in order that the instructor can deliver the substances properly according with children's characteristics.

With the development of technology, we can use an application for the student's learning process, namely the Duolingo application that can be used as a media for learning English. Based on the preliminary research, on 19th January 2022 by interviewing English teacher at MI Fantri Bhakti Lampung Tengah. The researcher found that the vocabulary mastery of grade 6 students was still low. Students find it difficult to memorize vocabulary. Researcher also interviewed students. They said that the difficulty in remembering vocabulary was caused by the English teacher who might not understand what students needed. From the research results, it is know that the media used by teachers in teaching vocabulary is textbooks.⁶ The researcher conducted a preliminary research by asking the students vocabulary mastery to the English teacher to know the students vocabulary score. The score of the students' vocabulary mastery can be seen in table 1.

Table 1.1
Students' English Vocabulary Mastery Average Score at
the Second of MI Fantri Bhakti Lampung Tengah in the
Academic Year of 2022/2023

NO	Score	The number of students	Percentage
1	≥ 70	23	41,8 %
2	< 70	27	58,2 %
	Total	50	100%

⁶Anggi Febriawan, An English Teacher at MI Fantri Bhakti Lampung Tengah, *Interview for Preliminary Research.*

In reference to the data in table 1, of the 50 students who passed the KKM there are 23 students test based on criteria of minimum (KKM) and 27 students failed. It means that students still have difficulty in mastery vocabulary. It can be concluded that vocabulary mastery in students is still low and it makes students feel difficult in the process of learning English. With conditions like this the researcher assumes that the right media must be chose.

Muhyiddin has stated that teaching English to young learner need media to help the teacher to deliver the material since the media is the chanel of communication. The media helpful in delivering information and can help to make the teaching process simple and perfect.⁷ The use of learning media that will be used is in the form of an adroid application that provides an easier understanding for students about vocabulary. Therefore, researchers want to do research using one of the Duolingo applications that will make it easier for students in the process of learning English.

There have been many researchers who have researched vocabulary mastery using Duolingo application. The first study is The Effectiveness of Duolingo in Improving Student's Speaking Skill at Madrasah Aliyah Bilingual Batu school year 2019/2020 by Hafifah, the second, The Utilization of Duolingo to Improve the Speaking and Listening Skills of Junior High School Student in Pekan Baru by Siti Niah and Pahmi, the thirth Improving Student's Vocabulary Mastery Through Duolingo Game at ninth grade of MTS Al-Ittihadiyah Laut Dendang by Sapril Siregar, the Fourth, Duolingo as an Educational Language Tool to Enhance EFL Student's Motivation in Learning English by Alvons Habibie, the Fiftth, The use of Duolingo Application to Increase 8 th Grade Student Kyai Hasyim Junior High School Motivation in Learning English by Tika Intan Pamuji.

With reference to previous research, the reserch that has been read by the researcher, there are similiarities and also differences between the research that has been done and the

⁷Imam Muhyiddin, *'The Effectivenessof Using Flash Cardto Teach Vocabulartat Elementary School'* (Universitas Islam Majapahit Mojokerto, 2019).

research that will be carried out. The similarity between previous studies and the research to be carried out is that they both examine the media used. Meanwhile, the difference between previous research and the research to be carried out is that previous research applied duolingo to the junior high school, and improving speaking and listening skill as well as to motivate student's in learn English. So, the research that will be carried out is that researchers use the Duolingo application to improve the vocabulary skill of elementary school student's. Therefore, the title of this research is “ The Influence of Using Duolingo Application in Teaching Vocabulary to Young Learner ”

C. Identification and Limitation of the Problem

In keeping with the background of the problem above, the researcher identified the problem as follow:

1. Lack of vocabulary mastery
2. Lack of media variety that as used in teaching English.

On the basis of the identification above, this research was focus on Verb, Noun, Adjective of students vocabulary mastery that concluded in the influence of using Duolingo Application towards students vocabulary mastery of the Sixth Grade MI Fantri Bhakti Lampung Tengah in Academic Year of 2022/2023.

D. Formulation of the Problem

In reference to identification and limitation of the problem above, the researcher formulated the problem as follow: “is there any significant influence of using duolingo application towards students' vocabulary mastery at the second semester of the six grade MI Fantri Bhakti in academic year 2022/2023?”

E. Objective of the Research

Objective of the research is to know whether there is significant influence of using duolingo application towards students' vocabulary mastery at the second semester of the six grade MI Fantri Bhakti in academic year 2022/2023

F. Significance of the Research

1. Theoretical significance

This research may contribute, the result of the research is expected to support the previous theories about the influence of using duolingo application in teaching vocabulary to young learner.

2. Partical significance

- a. Research would be the source for student to master vocabulary through the Duolingo application.
- b. The research also can be used as information resources for the English teacher in teaching vocabulary.
- c. This research can be used as reference for other researcher information and this knowledge about the use of Duolingo application towards students vocabulary mastery in different level.

G. Relevance Research

This research as inspired by several previous studies entitled:

First, The Effectiveness of Duolingo in Improving Student's Speaking Skill at Madrasah Aliyah Bilingual Batu school year 2019/2020. By Hafifah English Language Teaching Study Program postgraduate school, Universitas Islam Malang, Indonesia. According to the research finding and dissecusion, teaching speaking by using duolingo application is appropriate to be applied at class. In conclusion, the researcher has proven tha the answer of research question that duolingo application is effective to enhance the speaking skill of tenth-grade students at MA Bilingual Batu.⁸ The difference this research with this research is the previous research only fosed speaking skill, while this research only focuses on vocabulary.

Second, The Utilization of Duolingo to Improve the Speaking and Listening Skills of Junior High School Student in Pekan Baru by Siti Niah and Pahmi. This research aims to find out

⁸Hafifah Hafifah, 'The Effectiveness of Duolingo in Improving Students' Speaking Skill at Madrasah Aliyah Bilingual Batu School Year 2019/2020', *Language-Edu*, 10.3 (2021).

the effectiveness of using duolingo application to improve student's speaking and listening skills. The research was carried out at SMP IT AI-Hafit Pekanbaru involving 58 students in the 8th Grade as the research sample. This study uses quantitative research method with the ASSURE model (Analyze, Satate, Select, Utilize, Require, and Evaluate). The demonstrates that the use of duolingo to improve speaking and listening skills in junior high school student is proven to be effective.⁹ The difference this research with the previous research the previous research only focuses speaking but also listening skill. While, this research only focuses on vocabulary. And than this previous research is us method ASSURE model and this study is us quasi experimental research.

Third, Improving Student's Vocabulary Mastery Through Duolingo Game at ninth grade of MTS Al-Ittihadiyah Laut Dendang by Sapril Siregar. Based on the research finding, it can be concluded that teaching vocabulary through Duolingo Game to improve students vocabulary mastery is very good, student's ability in learning vocabulary is not bad, but the student need more activity and creations in learning vocabulary so their motivation to master vocabulary keep increase.¹⁰ The difference between this previous research with this research is the object. This previous research focuses on junior high school. And this research focuses on elementary school.

Fourth, Duolingo as an Educational Language Tool to Enhance EFL Student's Motivation in Learning English by Alvons Habibie IAIN Sultan Amai Gorontalo Aligned with a number of previous studies investigating and exploring mobile application in language learning, the current study also makes it possible for mobile applications to help language learners learn the target language. It provides an opportunity for students to learn independently. Students felt comfortable and easy to use the

⁹Siti Niah, 'The Utilization of Duolingo to Improve the Speaking and Listening Skills of Junior High School Students in Pekanbaru', in *International Conference of CELSciTech 2019-Social Sciences and Humanities Track (ICCELST-SS 2019)* (Atlantis Press, 2019), pp. 102–7.

¹⁰Sapril Siregar, 'Improving Student's Vocabulary Mastery through Duolingo Game at Ninth Grade of MTs Al-Ittihadiyah Laut Dendang' (Universitas Islam Negeri Sumatera Utara, 2019).

application in their daily activities.¹¹ The difference this research with this previous research is the previous research only focuses educational language tool to enhance efl student motivation. While, this research only focuses on vocabulary.

Fifth, The use of Duolingo Application to Increase 8 th Grade Student Kyai Hasyim Junior High School Motivation in Learning English by Tika Intan Pamuji. This quantitative research aimed to describe the use of duolingo to increase student's motivation in learning english and student responses toward duolingo used. The data researcher using SPSS16 version to analyzed the data. So the data distribution of pretest and post test data was normal. After did normality test the researcher did a t-test to test the hypothesis. Depen on paired sample t-test; the significance of the data was lower than the level of significance.¹² The difference this research with this previous research is learning material. Previous research focuses on junior high school motivation in learning English. And the research that will be done focus on elementary school.

Adapted from the previous research, there are similarities and also differences between the research that has been done and the research that will be carried out. The similarity between previous studies and the research to be carried out is that they both examine the media used. However, the difference between previous research and the research to be carried out is that previous research applied duolingo to the junior high school, and improving speaking and listening skill as well as to motivate student's in learn english. Thus , the research that will be carried out is that researchers use the duolingo application to improve the vocabulary skill of basic level student's. Therefore, the title of this research is "The Influence of Using Duolingo Application in Teaching Vocabulary to Young Learner"

¹¹ Alvons Habibie, 'Duolingo as an Educational Language Tool to Enhance EFL Students' Motivation in Writing', *British (Jurnal Bahasa Dan Sastra Inggris)*, 9.1 (2020), 13–26.

¹² Tika Intan Pamuji, 'The Use of Duolingo Application to Increase 8th Grade Student of Kyai Hasyim Junior High School Motivation in Learning English' (UIN Sunan Ampel Surabaya, 2019).

H. Systematic of Discussion

1. Chapter I

Contains title confirmation, background of the problem, identification and limitation of the problem, formulation of the problem, objective of the research, significance of the research, relevance research, and systematica of discussion.

2. Chapter II

Contains the theories definition of vocabulary, types of vocabulary, the importance of teaching and learning vocabulary, the purpose of teaching and learning vocabulary, definition of Duollingo, the advantages and disadvantages of Duolingo, learning step by using Duolingo application.

3. Chapter III

Contains place and time of the research, research design, population, sample and data collecting technique, operational definition of variable, research instrument, validity and reliability of the instrument, fulfillment of the assumption, hypothesis testing.

4. Chapter IV

Finding and discussion, this section the researcher showed the research finding such as the students score the data analysis and the discussion about the meeting and hypothesis.

5. Chapter V

Conclusion and recomendation



CHAPTER II

FRAME OF THEORY AND HYPOTHESIS

A. Vocabulary

1.1 Definition of Vocabulary

Vocabulary is one of the important things in the process of learning English.¹ In other word, that in learning English vocabulary is the most basic thing for us to understand. Neuman and Lawyer, defined vocabulary as the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words listening (receptive vocabulary).² To procedure a good speaking and listening, that we must understand the vocabulary that we will use to communicate effectively and expressively. As stated by Lelawati et al, vocabulary is the stock of words which are at disposal of the speaker of writer. The term of vocabulary may refer to all word in the whole language, at the word or phrase used in particulat varieties such as dialect, resgisterand terminology.³ From the statement above, vocabulary can help us in listening, writing, reading, and speaking. It is clear for us that vocabulary is important thing besides many factors in learning English. Without vocabulary people could not communicate with others well, therefore vocabulary is an important component of English that should be mastered.

In the opinion of Alqahtani vocabulary is a critical component or second language learner because a limited vocabulary in second language impedes successful communication.⁴ In other word, that if we do not understand a lot vocabulary it will hinder in communicating a foreign

¹Anissa Indrasari, Dian Novita, and Fika Megawati, 'Big Book: Attractive Media for Teaching Vocabulary to Lower Class of Young Learners', *JEES (Journal of English Educators Society)*, 3.2 (2018), 141–54.

²Susan B Neuman and Julie Dwyer, 'Missing in Action: Vocabulary Instruction in Pre-K', *The Reading Teacher*, 62.5 (2009), 384–92.

³Setiani Lelawati, Selma Dhiya, and Putri Nurazijah Mailani, 'The Teaching of English Vocabulary to Young Learners', *PROJECT (Professional Journal of English Education)*, 1.2 (2019), 95–100.

⁴Mofareh Alqahtani, 'The Importance of Vocabulary in Language Learning and How to Be Taught', *International Journal of Teaching and Education*, 3.3 (2015), 21–34.

language. However, vocabulary is one essential aspect of language knowing appropriate vocabulary is very important to understand language. It is very important to master vocabulary to express ideas.⁵ It means it is very difficult to express ideas if you do not master the vocabulary. Vocabulary can be defined in various ways. So, vocabulary is core component of language proficiency and provides much of the basic for how well learners speak, listen, read, and write. Vocabulary is used by the students to understand the sentences of English, in making sentences, students must know words which they want to use.

In learning language vocabulary is the most important thing to be able to communicate fluently. On the authority of Gulo, vocabulary is a set of words that a person knows. Student's vocabulary can be seen while they are communicating with their surroundings that totally express his or her feelings and emotion. The wealth of a person's vocabulary is generally considered to be a description of his intelligence or level of education.⁶ It means that it refers to the set of words known and used by an individual or a group of people. It encompasses all the words, terms, and expressions that a person understands and can employ in their spoken or written communication.

In accordance with the explanation from the expert, the researcher could draw the conclusion that comprehending the vocabulary is very important. Without an understanding of vocabulary it will be difficult to learn a language.

1.2 Types of Vocabulary

Vocabulary has some types that need to be learned. There are types of vocabulary that are explained by the expert. Hiebert and Kamil propose that a word has two forms, first oral vocabulary is the set of words for which we know the meaning when we speak or read orally. Second, print vocabulary consists of those words for which the meaning is known when we write or read silently.

⁵Students Of, S M A Yp, and PGRI Makassar, 'Journal English Education', September, 2019, 232–41.

⁶Sri Sunarti Gulo and others, 'The Effect of Using Card Sort Strategy in Teaching Vocabulary', 3.3 (2020), 107–18.

They also defined knowledge of word also come in at least two forms as follow:

a. Productive vocabulary

Productive vocabulary is the set of words that an individuals can use when writing or speaking. They are words that are well-know, familiar, and used frequently.

b. Receptive or recognition vocabulary

Receptive or recognition vocabulary is that set of words for which an individuals can assign meaning when listening or reading. These are words that are often less well know to student and less frequent in use. Individuals may be able assign some sort of meaning to them, even though they may not know the full subtleties of the distinction. Typically, these are also word that individuals do not use spontaneously. However individuals encounter these words, they recognize them, even if imperfectly.⁷ So, it is generally beleived that receptive vocabulary is much larger than productive vocabulary since we often reconize words that we would rarely use.

From the statement above, every word devided into some of type and can be categorized as a part of speech based on function in the setences is the setences. As explained by to Frank, part of speech is the setences that devided according to the functional each word has in subject-predicate relationship.⁸ It means part of speech is a words that divided based on the type and function of each words or setence. Content words consist of Noun, Adjective and Verb. Those can be describe as follow:

a. Noun

According to Mccuen and Wincler, explain noun are names of person, animal, things, place, characteristic, and

⁷Elfrieda. H. Hiebert and Michael. I Kamil, *Teaching and Learning Vocabulary Bringing Research to Practice*, 2005.

⁸Marcella Frank, *Modern English a Practical References Guide*, (New York :University Press, 1972), p.1

idea.⁹ can be said that, noun is a word that states the name of people, the name of things, and a place etc. For example: person (william), things (book, eraser, ruler) and place (class, jakarta, bedroom).

b. Verb

Verb is word that is showed measure and condition of a thing. It means that verb is that shows an action or activity that will be done by someone. For example: write, eat, walk.

c. Adjective

Adjective is words that gives more information about noun or pronoun and it can be used or after noun.¹⁰ In other word that adjective is a word describes a noun or pronoun that gives a lot of information about it. For example: soft, clean, long, short ect.

d. Adverb

Adverb range in meaning form words having a strong lexical content (those that describe the action of the verb, or those that indicate such us meanings as time and place).¹¹ So adverb is words that describe more clearly or in details. For example, outside, inside, here.

e. Pronoun

Pronoun is word used instead of noun.¹² Pronoun is a word that indicates or refers to another noun. For example, I, you, they, we.

f. Preposition

Preposition are a word that connects one thing with another, showing how they are related.¹³ In other word preposition is that describe direction and place. For example, at, on, in.

⁹Jo Ray McCuen, Anthony C Wincler. From idea to Essay A Rhetoric, Reader, and Hanbook (12th Edition) (New York: Houghton Mifilin Harcourt Pulissing Comay. 2009), p. 547.

¹⁰Jeremy Harmer, Op. Cit. P. 51.

¹¹Marcella Frank, op, Cit, p. 141

¹²Manser H. Martin. Oxford Learner's Pocket Dictionary, (Hongkong: Oxford University Press, 1991), p.330.

¹³Anne Seaton. *Basic English Grammar for English Language Learners Book 1*, (United State: Saddleak Education Publising, 2007), p. 132.

g. Conjunction

Conjunction are words or phrases which join parts of a sentence together. In other word, conjunction is that connecting words between sentences. For example, after, before, however.

h. Determiner

Determiners are definite article, indefinite article, demonstrative, and quantifiers.¹⁴ It means that decisive word. For example, a, this, any.

Appertaining to the explanation above, that are some types of vocabulary. All the type of vocabulary needs to be learned in order to be successful in mastering their vocabulary because vocabulary is the most basic thing in learning a language, especially learning English.

1.3 The Importance of Teaching and Learning Vocabulary

Vocabulary is the main core component of language proficiency and provide much of the basic for how learners speak, listen read and write. If the student want to be successful in learning English language skill, must have a large vocabulary. If they have it they can express their idea, they can write in their own words, they can hear other people speak easily and they can be good reader.

Another challenging aspects of teaching and learning vocabulary is making principled decisions about which words are most worth used. As claimed by Stafford "benefit of good vocabulary, are communicating more effectively, improves self confidence and self-esteem, adds sophistication to speech better job offers, and improves people's perception" vocabulary is the main core component of language proficiency and provide much of the basis for how learners speak, listen read and write.

¹⁴Anne Seaton, Op Cit., p. 71.

Thus, if we master a lot vocabulary it will make it easier for us to communicate. We can process which words are good to us so that other people easily understand and become good readers or listeners.

1.4 The Purpose of Teaching and Learning Vocabulary

The purpose of teaching and learning vocabulary is to assist students developing vocabulary knowledge. Words are one of the element in a text and lesson that comprise the learning experiences of the learners. Moreover, a student's ability to understand words and their meanings is essential in all content areas as curriculum increase in difficulty, so to do the word that words that make up that curriculum. At very basic level, vocabularies underlie a student's ability to understand what has being thought. Well-developed vocabulary is an essential component success in reading.¹⁵ It means that vocabulary needs to be learned and understood because that is the main goal of language learning.

1.5 Media

Djamarah state media is defined as anything which can serve as a message distributor for the purpose of targeting.¹⁶ It means the media is a tool for the teaching to be more effective and efficient. With the development of the times and the advancement of technology media and learning tools contribute to the world of education. There are many types of media such as, audio, visual, and audio-visual. Where the three have their respective functions. Meanwhile, the media that will be used by researchers included in audio-visual, because they can hear and also see what is in the duolingo application.

¹⁵Nikijuluw.

¹⁶Syaiful Bahri Djamarah, et. al. Strategi Belajar Mengajar, 2002

2. Duolingo

2.1 Definition of Duolingo

There are several educational game application that use technology that can be applied to support English learning activities. One of them is the Duolingo application. Duolingo is a free language-learning platform, which can be accessed through the web (duolingo.com) or as an application on mobile devices.¹⁷ It means this is one of the language applications that are already known by many people around the world. In applying it is quite easy and very useful for those who are learning a language, especially in learning English. Duolingo is a language learning app created by Luis Von and Severin Hacker in November 2011. Its slogan is “Free language education for the world”. As stated by Munday, it has more than 30 million registered users. It offers several languages for English speakers as well as others for non-English speakers.¹⁸ It means, in the world of education the teaching and learning process has development of technology that can assist teachers in teaching, assessing and evaluating.

Meanwhile, Teske mentioned that “Duolingo is an online language-learning platform which launched in 2012 that offers courses in 27 different world languages.” Duolingo itself can be accessed in mobile application on android or accessing internet on computer devices. “This review will primarily focus on the website version of the software. The site claims to act as a private language tutor that provides individualized instruction that motivates its users through game-like activities to promote language acquisition”.¹⁹ It means the Duolingo

¹⁷English Language Teaching, ‘ELTR Journal, e-ISSN 2579-8235’, 4.2 (2020), 131–39.

¹⁸Pilar Munday, ‘*The Case for Using Duolingo as Part of the Language Classroom Experience Duolingo Como Parte Del Curriculum de Las Clases De*’, 2016, 83–101.

¹⁹Kaitlyn Teske, ‘Duolingo’, 34 (2017), 393–401.

application, there are already 27 world languages that will help use learn foreign languages, especially English.

We can learn some different languages based on our needs. Duolingo is an application for cell phones or computers. It is one of the famous and praised language teaching applications on the market.²⁰ Thus, Duolingo is one of the English learning media that can help students learn English, especially for students' vocabulary mastery. This is because the game-based free learning platform is fun and can be used as educational technology in schools. It is safe to say that Duolingo is a very straightforward app and very simple to use. Guaquet, et al said that the Duolingo application provides vocabulary practice and opportunities for students to evaluate their knowledge and identify the need to continue to improve learning.²¹ It means that Duolingo application is media for student learning and not for explaining learning material.

2.1 The Advantages and Disadvantages of Duolingo

There are several advantages and disadvantages to the Duolingo application that are explained by the Asmulya et al. stated that the Duolingo application also has advantages and disadvantages, as follows:

a. The Advantages of Duolingo

Duolingo is a game-based platform for learning foreign languages. This application can be accessed on Android by downloading it on the Playstore. Duolingo can be accessed anywhere and anytime. In addition to media for learning English, Duolingo also has several languages such as Korean, Chinese, Japanese, and French. The material provided also has an

²⁰Prof Ana and Paula De Castro, 'Duolingo: An Experience in English Teaching', November, 2016, 59–63.

²¹ Guaquatea, et, *The use of language Learning Apps as a Didactic Tool for EFL Vocabulary Building*. ERIC Journal, 11 (2), 1-11. 2018

image feature and it makes students feel enjoy when learning English, especially in learning vocabulary.

b. The Disadvantages of Duolingo

Duolingo is an online-based learning media, so it is difficult to apply if you don't have an internet connection. In terms of grammar, duolingo does not have any explanation regarding its grammatical structure. Grammar is an important part of language learning so that it is easy to understand. In practice listening to sentences that are spoken not from native speakers.²² From the explanation above, Duolingo can be a media for students to improve their vocabulary and teachers use it in classroom in teaching to help their students in mastering new vocabulary through game, so they will not be bored in learning.

2.2 Learning step by using Duolingo Application

Duolingo is game based language learning that focuses enriching student's vocabulary. The vocabulary topics are presented in different modules such as basic, food, animal, common phrases, clothing, and so on. In the opinion of Nurbaiti Ali, there are several steps in running Duolingo application as follows:

- a. The users are asked to choose the language that they want to learn.
- b. They are asked to take the test to evaluate their basic knowledge and ability about vocabulary.
- c. The user are given a lot of words or phrases related to teach topic in the modules then it is also followed by a series of exercises in various

²²Arima Mulya, 'Journal of English Language Teaching Using School . Duolingo . Comasan Alternative E- Learningat Senior High Schoolfor Teaching and', 5.1 (2016).

question types. The exercises focuses on translating bahasa to English or vice. Versa, matching words, listening to the words, pronouncing the words, and arranging scramble words.

- d. Once the users make a mistake in answering the question, there will be direct feed back given in the form of the correct answer.²³It means the duolingo application, the correct answer has been provided. So when we are wrong in answering then the right answer will appear.

Considering the teaching steps discussed above, the researcher implement the use of duolingo application as the teaching learning media into English teaching activities as follows:

- a. Firts, to use the application on mobile phone, the student can download it on Google Play or App Store and Install with Android iOS operating systems.
- b. Next, the students can choose the English language to study and immediately begin activities.
- c. Then, the students are able to take a placement exame to progress to more advanced units. The learning experience is broken up into themed units which start from”Basics” and can range from thematich vocabulary sections such as “Food” or “Animals” to more advanced grammar topic such as “Past Perfect” and “Subjective Past”.
- d. The last, the students can access their progress through the lesson or unit. Each lesson is around 10 to 20 questions that focus on

²³Nurbaiti Ali, ‘*The Effectof Duolingo Usageeon Students ’ Vocabulary Masteryof Seventh-Grade Studentsat MTs PAB 1 HELVETIA*’, 13.1 (2021), 23–30.

improving vocabulary through pronunciation skills, translation, listening comprehension, and vocabulary knowledge. When each lesson has been completed well then it is raised to the next material.

From the steps above, the researcher tried to apply it in the classroom when using the Duolingo application to learn vocabulary.

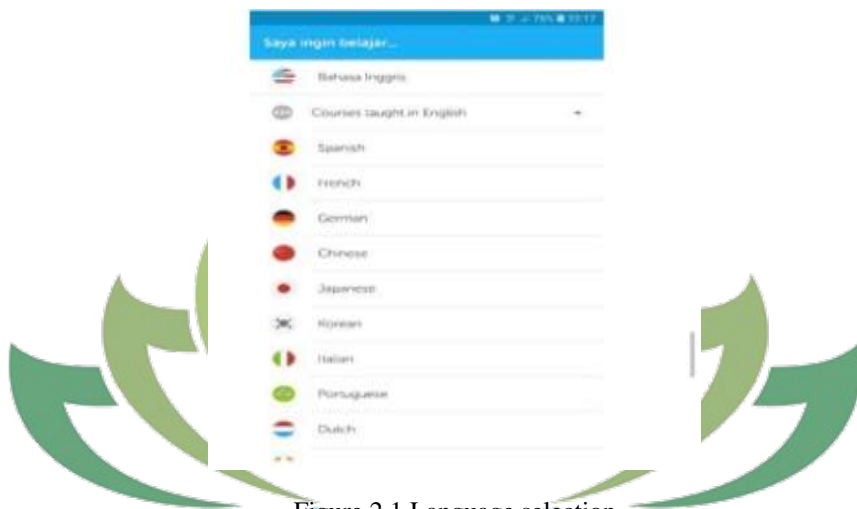


Figure 2.1 Language selection

In this selection learners was chose one of several language to be learned.



Figure 2.2. Home Page

There are several levels of learning tools in each units, and the difficulties was increases in every level.

Duolingo application also provides the learners with various types of exercises within a lesson unit, such as:



Figure 2.3 Translation Exercises

Translation exercises, in which the learners translate from the language they know to the language they want to learn or the other way around



Figure2.4 Vocabulary Exercises

Vocabulary exercises, in which the users see a picture, and be asked to choose it with the correct answer.



Figure 2.5 Listening Exercises

Listening exercises, in which the users will hear an audio clip of word or sentences and have to type at correctly.



Figure 2.6 Pronunciation Exercises

Pronunciation exercises, in which the users will ask to repeat or say a sentences what they hear.²⁴ It means, the core teaching in Duolingo games is extremely clear. The exercises are solid and replicate

2.4 Concept of Repetition Drill Technique

Repetition Drill technique is when the teacher or learners models language and the group of learners repeat it together. It means that pronunciation which conducted by the teacher with a list of words that have been provided and students are asked to repeat it together. Drill is technique that has been used in foreign language classrooms that emphasizes repetition of structural patterns through oral practice to demonstrate the ability of students to use certain language.²⁵ It means that drill technique to see students' ability to use the language. Thus, repetition drill technique is a simple technique used to learn a language in which the language learner will repeat what the teacher says. It

²⁴Mohamad Hosein Eqbali, 'Duolingo : A Mobile Application to Assist Second Language Learning (App Review)', 17.1 (2003), 89–98.

²⁵Noni Larosa, Hijjahatul Qomariah, and Rosdiana, 'The Implementation of Repetition Drill in Teaching Speaking Skill', (Journal Ilmiah Mahasiswa Pendidikan), (2020)

can be used to add new vocabulary and practice students' pronunciation.

Isnaini Maulyana mentioned that, “ Drill means listening to a model (a teacher), or tape or another students then repeating or responding what is heard. Drill technique is forcing the students to use the target language.²⁶ It means students attention what is said by the teacher after that students are asked to repeat what they heard. Thus, the method of teaching is the way the teacher gives lessons and how students receive lessons at the time the lesson takes place, whether in the form of telling or raising.²⁷ In reference to the explanation above, repetition drill technique is a technique used in the classroom that emphasizes repeating patterns through oral practice to see student's ability to pronounce a language repeatedly.

2.5 Steps of Repetition Drilling Technique

As stated by Larsen and Freeman also explain the steps of backward build-up (expansion) drill.²⁸ The steps are:

- a. The teacher breaks down the line or paragraph into several parts, it mean the teacher categorizes each into paragraph
- b. The students repeat a part of the sentences
- c. The students follow the teacher's
- d. The students expand what they are repeating part until they are able to repeat the entire line. Therefore, the students repeat the part they have learned. Based on the explanation above, repetition drill is a technique

²⁶Isnaini Maulyana, *The implementation of Drill Technique in teaching speaking at SMA YP Unilla Bandar Lampung*, 2016

²⁷Fivy Andries, *The use of Drill Techniques in Teaching Present and Past Tense Privat Grammar toward Students in English Study Program of Unima*, 4.1 (2019). P.60

²⁸Larsen, Diane, and Freeman, *Techniques and Principles in Language Teaching*. (London: Oxford University Press, 2000)

that will be used by researchers to teach using the Duolingo application in the experimental class

2.6 Concept of Flashcard

Flashcard is a media as cards consist of information, as a words or numbers, on either or both sides, used in classroom instruction or in special study.²⁹ It means flashcards can be used as learning media in a language. Firdausa and Sari stated, Flashcard is great tools for studying. It can be fun, color, and creative ways to aid in memory and retention of vocabulary words.³⁰ It means Flashcard is a fun learning media because it has various colors, shapes, and makes it easier for students to remember vocabulary.

On the authority of Fatmawaty and Riryn, media flashcards that can be used for students of all ages.³¹ It means the use of Flashcards media is easy to use at various ages. In accordance with the expert we concluded Flashcards is media can help students remember the vocabulary they have learned.

2.7 Teaching Vocabulary using Flashcard to Young Learner

There are how to present teaching vocabulary using flashcard to young learner.³²

- a. Make the class half of circle with the teacher in the middle
- b. Show the picture and say the word aloud
- c. If the teacher say and the picture match the student should be stand up and saying the word aloud

²⁹ Siti Ngarofah, Ani Sumarni, *Teaching Vocabulary Using Flashcard to Young Learner*, (Ikip Silliwangi), 1.6 (2018). P.778

³⁰ Amatul Firdausa, Dina Merris Maya Sari, *Teaching Vocabulary to Young Learner Using Flashcards*, STKIP PGRI Sidoarjo, (Jurnal Bahasa, Sastra, Seni dan Budaya), 6.2 (2022). P.721

³¹ Fatmawaty, Riryn, *The Effect of Using Flashcards on Student' Vocabulary Mastery*. (REFORMA Jurnal Pendidikan dan Pembelajaran). 1-10

³² Agung Wicaksono and Mahendra Puji P, *Teaching Vocabulary to Young Learner*

- d. If the word that the teacher says with the picture that teacher show is not match the students should be keep sit down and keep silent.

In reference to the explanation above, the researcher was implementation the use of Flashcard in classroom.

- a. The teacher introduce Flashcard to the students
- b. The teacher provide an explanation how to use a Flashcard
- c. The teacher how to explanation of the vocabulary in the Flashcard
- d. The teacher give a an example of how to pronounce it in English

2.8 The Advantages and Disadvantages of Flashcard

a. The Advantages of Flashcard

As claimed by Indriana, the advantages of the Flashcards strategy were visible, as the flashcards are easy to carry everywhere. Students can practice making flashcards and use them to learn vocabulary. Flashcards help in summarizing and memorizing vocabulary; they were also very fun to use in vocabulary learning because they can be used in the form of games.³³ It means Flashcard can help students in learning new vocabulary with drawing skills that make it easier for students to remember them.

b. The Disadvantages of Flashcard

Asnawir and Usman stated, the size of the Flashcard is usually not large enough owing to those students sitting in the front can see the flashcard perfectly, but students sitting at the back cannot see clearly.³⁴ Therefore,

³³Dina Indriana, *Ragam Alat Bantu Media Pengajaran*. (Yogyakarta: DIVA Press, 2011)

³⁴Asnawir, M. Bassyirudin Usman, *Media Pembelajaran*, (Jakarta:Ciputat Press, 2002)

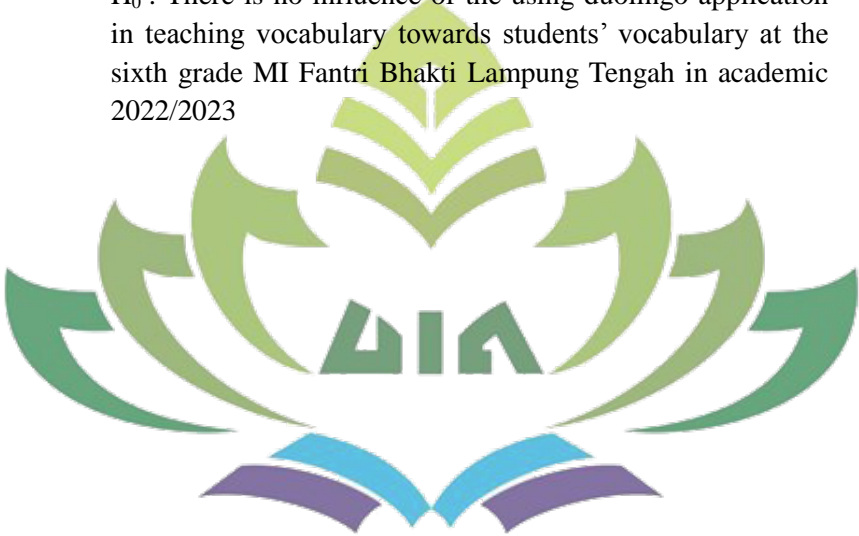
students who are at the back have difficulty when the teacher explains the material using Flashcard.

B. Hypothesis Submission.

The research hypothesis as follows:

H_a : There is an influence of using duolingo application in teaching vocabulary towards students' vocabulary mastery at the sixth grade MI Fantri Bhakti Lampung Tengah in academic year 2022/2023

H_0 : There is no influence of the using duolingo application in teaching vocabulary towards students' vocabulary at the sixth grade MI Fantri Bhakti Lampung Tengah in academic 2022/2023



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