The Effect of Learning Application Duolingo to the Fifth Grade Students' Vocabulary at MI Mambaul Ulum

Moh. Rijal Yulianto[1], Agung Wicaksono[2], Mahendra Puji Permana Aji[3]

[123]English Education Department/University of Nusantara PGRI Kediri
[1]rijalyulianto5@gmail.com
[2]agungwicaksono@unpkediri.ac.id [3]mahendrapuji@unpkediri.ac.id

ABSTRACT

This research is going to describe the effect of Duolingo in improvement students' vocabulary. The character of the young learner is MI or elementary school students who are still young and have just gotten their second language will have difficulty accepting. The purpose using media Duolingo to improve students' vocabulary. The use of Duolingo Media is neglected in language teaching especially English. It is expected to increase the use of media in learning. This study uses a quantitative approach. The researcher conducted a pre-test and post-test for fifth grade at MI Mambaul Ulum Dahu. This research involved 24 Students of fifth grade at MI Mambaul Ulum Dahu using Duolingo in the teaching and learning process. The data was obtained from students' scores from the pre-test and post-test, by measuring their vocabulary proficiency before and after using Duolingo as a learning medium. The data obtained was analyzed using the SPSS version 25 application to measure the impact of using Duolingo on improving students' vocabulary. The results obtained were that there was a significant difference in students' vocabulary. This research concluded that Duolingo are an effect medium for improving students' vocabulary. By combining gamification and interactive lessons, Duolingo helps engage students and improve their ability to learn vocabulary.

KEYWORDS: Media, Young Learner, Duolingo

1. INTRODUCTION

The importance of learning English is especially in the field of education. In learning English, you will get an advantage in getting education on a global scale (Imam Munadar:2015) it is crucial for young learners. Learning English presents several challenges for young learners, particularly in mastering the core language components— especially in the vocabulary. There are several challenges faced by young learners. The first is the way teachers teach. How teachers teach can be a challenge to learn English. Teachers are now expected to be able to provide creative teaching, because just giving explanations will only reduce students' motivation. Lack of student motivation is one of the challenges to learning. The students' enthusiasm for learning is very much considered. Less interesting material is also a challenge for teachers, now books are not the main benchmark for

teaching. In the modern era, media is very important. Teachers who lack of use media, or even no use at all, greatly influence students in receiving teaching.

Now the media is a reference or facility in teaching. Media as channels of communication that can be categorized into traditional media (e.g., print, radio, television) and new media (e.g., digital platforms, social media) (Salwen and Stacks (2008). In this research, the researcher uses one type of media namely Audio-Visual. Berk, R. A. (2009) Audiovisual media refers to content that combines both visual and auditory elements, such as videos, films, television programs, and online video platforms. The media used is a language learning platform, namely Duolingo. Duolingo provides very useful features in learning foreign languages such as Gamification where learners can learn while playing on their phones. This method can increase student motivation, especially since young learners are now more enthusiastic using mobile phones. Interactive learning, students are given a variety of exercises such as translation task, multiple choice, matching answer, listening task, fill in the blank and speaking practice.

The reason researchers use Duolingo media is because young learners are now less motivated by books and monotonous teaching methods. Using audio-visual media such as Duolingo will provide students with a different, interesting learning experience and as one of the ways teachers provide a material. Duolingo provides features that can support learning. Easy access, portable and engaging learning.

2.0 METHODOLOGY

No	Student	Pretest Score	Posttest Score
1.	S1	60	73
2.	S2	47	73
3.	S3	67	80
4.	S4	33	40
5.	S5	67	80
6.	S6	73	80
7.	S7	73	80
8.	S8	47	80
9.	S9	67	80
10.	S10	40	53
11.	S11	47	73

12.	S12	47	73
13.	S13	67	73
14.	S14	60	93
15.	S15	60	73
16.	S16	53	80
17.	S17	47	73
18.	S18	53	93
19.	S19	73	100
20.	S20	47	60
21.	S21	60	87
22.	S22	60	80
23.	S23	53	73
24.	S24	40	73

This study analyzed by SPSS. The data from the mean of pre test dan total score. And then compared with post test using this steps or with following steps.

$$MPre = \frac{\sum pre}{N}$$

$$MPost = \frac{\sum post}{N}$$

By using SPSS to collect data from student grades.

3.1 FINDING

In this Research, fifth-grade students' vocabulary can be enhanced by using Duolingo materials. Prior to using Duolingo media, students' vocabulary skills were still regarded as low quality because of their disinterest in learning and the monotonous learning process and media in teaching learning process. This is supported by the results of the pre-test conducted by the researcher before the teacher teach vocabulary using Duolingo. The total number of the 24, female students are 8 and male students are 16. The results of pre- test shows that 24 students with the scores below the passing grade which is 75 and none of students above the passing grade. The highest score in pre- test is 73, and the lowest score is 33 with the average score is 55,87.

Then the researcher implemented Duolingo for teaching Vocabulary with focusing on meaning and recognizing the word. After being taught using Duolingo media, students' vocabulary increased. This is supported by the results of the post- test conducted by the author after the teacher teach vocabulary using Duolingo. The results of post- test shows that 11 of students get the scores above the passing grade. The highest score in post- test is 100, and 13 of students below the passing grade. The lowest score is 40 with the average score is 75,95.

Based on the pre- test and post- test results are analyze using SPSS and get the results as below:

Table 1

Paired Sample Statistic

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	55.8750	24	11.39150	2.32528
	Posttest	75.9583	24	12.44983	2.54131

Based on the table above, it showed that the mean score of the pre-test was 55,87 with a standard deviation 11,39 and the mean of the post-test score was 75,95 with a standard deviation of 12,44. The number of participants in each test (N) is 24.

Table 2

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	24	.660	.000

Based on the paired sample correlations table above, the output showed the data before and after being given a treatment is 0.660 with a significance value (sig.) 0.000. It means that there was a relationship between students' listening skills before and after being given the treatment

Table 3

Paired Sample Test

	Paired Differences				t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			

					Lower	Upper			
Pair 1	Pretest - Posttest	-20.08333	9.87714	2.01616	-24.25409	-15.91258	-9.961	23	.000

In Paired Samples Test table, the mean presents the differences between pretest and posttest using SPSS 25 by pretest minus posttest. It showed the t-test is -9.961 with the degree of freedom 23 and the significant is 5%. It means that t-test is higher than t-table. It can be concluded that t-test is higher than t-table, so Ha is accepted.

4.0   CONCLUSION

The conclusion of this research shows that Duolingo can help students to improve their vocabulary significantly. It can be seen from the results of SPSS more than 5% and lot of students' score more than passing grade. Furthermore, the results of data analysis related to meaning also increased. So Duolingo can facilitate students to learn vocabulary and increase their motivation. This research found that meaning is one of the criteria for vocabulary that is much more to be understood easily by students than recognizing the word and the class situation more alive and fun.

REFERENCE

Munandar, Imam. (2015). How Does English Language Learning Contribute to Social Mobility of Language Learners?. Al-Ta lim. 22. 10.15548/jt.v22i3.157.

Berk, Ronald. (2009). Multimedia Teaching with Video Clips: TV, Movies, YouTube, and mtvU in the College Classroom. International Journal of Technology in Teaching and Learning. 5. 1-21.

Stacks, Don & Salwen, Michael & Eichhorn, Kristen. (2019). An Integrated Approach to Communication Theory and Research. 10.4324/9780203710753.