

CHAPTER I

INTRODUCTION

Chapter one as an introduction covers the description of Background of the study, research questions, research objectives, and scope of the study.

1.1 Background of the study

Anggara (2023) said one of the challenges in language learning is when learning vocabulary. In general the kids' vocabulary is relatively limited, even though they have been studying English since primary school. According to Tambaritji & Atmawidjaja (2020) students' difficulty in remembering English vocabulary is one of the obstacles for students to achieve the desired learning targets. Putra, Lustyantje, & Iskandar (2022) state that vocabulary is very important for expressing meaning as well as supporting receptive and productive abilities such as listening, reading, speaking and writing. The mechanism for learning vocabulary is still a burning issue, but one thing known that vocabulary is not acquired instantly, especially for students who are studying English. Therefore, it takes effort to be able to master vocabulary based on the achievement targets.

Vocabulary is one of the components of English that is important to understanding and communicating the language in all aspects. Vocabulary plays a vital part in preparing pupils to communicate in English. Nugraha & Wihadi (2023) state that gaining proficiency in English vocabulary is crucial for students to be able to communicate effectively and understand things that are sent to them. In fact, vocabulary is an important component in second or foreign language learning which plays a role in expressing meaning and thoughts through receptive and productive

skills. Solikhah (2020) states one of the goals of studying vocabulary for students is to motivate and help develop a large “word bank” and find effective vocabulary learning strategies through media.

In this Generation Z (Gen-Z) era, many digital media are useful in education, one of which is the Game Application. A habit of children that is currently in the spotlight is that they cannot be separated from their cellphones. Menendez, Díaz, & Morales (2020) state that Gen-Z students are a digital native generation which is a native digital generation with student characteristics that are different from previous generations.. Most Gen-Z use cellphones not for learning but for playing games. This condition is very unfortunate because they should be at a productive age in developing skills, especially in mastering the vocabulary.

In the pre-observation conducted by interviewing in eighth grade English teacher, he said that the students' mastery of English vocabulary was still beyond expectations. On the other hands there are some students who are able to master vocabulary sufficiently, many students are still lazy to increase their vocabulary mastery. One of the reasons is because students only learn English in class, there has been no initiative from students to be interested in learning English outside of class, such as at home, by using media or applications on Android.

From this discussion, the researcher applies an application that can help students acquire new vocabulary namely Duolingo Application. Learning vocabulary through Duolingo can motivate students to share ideas and work together in English learning activities (Putra, Lustyantie, & Iskandar, 2022). Using Duolingo as an instructional tool is one approach to make learning enjoyable for

students and ensure that they look forward to their classes. To increase students' understanding of vocabulary, researchers used word games into the classroom teaching and learning process.

1.2 Research Questions

The research questions are as follows:

- a. How is the process of teaching and learning vocabulary by using Duolingo?
- b. Is Duolingo effective in enhancing students' vocabulary mastery?
- c. What is students' attitude toward the use of Duolingo?

1.3 Research Objective

In connection with the research question. The researcher has a goal, namely:

- a. To explore the implementation of Duolingo at class
- b. To identify whether the use of the Duolingo as learning media is effective in enhancing students' vocabulary mastery
- c. To find out the students' attitude in enhancing students' vocabulary mastery

1.4 Scope of The Research

This research focuses on the implementation of Duolingo in improving students' vocabulary mastery. Apart from that, this research also emphasizes the use of learning media to stimulate students' enthusiasm for learning English

1.5 Weight and Relevance

1. Theoretical

Theoretically this study aims to enhance the literature or learning media in enhancing students' vocabulary mastery.

2. Practical

a. The students

For students, this research has the benefit of helping students in finding and improving new vocabulary. This is related to their achievements in increasing vocabulary mastery.

b. The teachers

Teachers' learning outcomes for students are influence by the media used. For teachers, this research provides a solution regarding the effectiveness of Duolingo as a vocabulary learning media. The hope is that the Duolingo application can be a solution when teachers are confused about choosing interesting learning media.