

THE EFFECT OF USING DUOLINGO APPLICATION ON STUDENTS'
ENGLISH LEARNING MOTIVATION AND VOCABULARY ENRICHMENT :
AN EXPERIMENTAL RESEARCH
AT SMKN 1 PADANG

THESIS

*Submitted as a Partial Fulfillment of the Requirements to Obtain Bachelor
of Education (B.Ed) in English Language Education*



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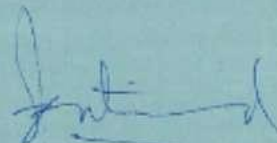
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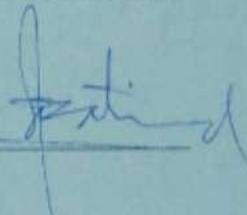
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ABSTRACT

Nasrul, Vinni (19018176). 2023. *"The Effect of Using Duolingo Application on Students' English Learning Motivation and Vocabulary Enrichment : An Experimental Research at SMKN 1 Padang"*. Thesis. English Language And Literature Department, Faculty Of Languages And Arts, Universitas Negeri Padang.

This research aimed to determine the effect of using the Duolingo application on increasing English learning motivation and vocabulary enrichment for the 10th grade students at SMKN 1 Padang as well as helping English teachers in managing class activities effectively and communicably. This research used a quantitative research method which is pre-experimental research. This research conducted with 7 meetings for treatment. The population of this research was the 10th grade students at SMKN 1 Padang, which was X TKP A was the experiment class with the total sample was 22 students. The data collection techniques were tests and questionnaires in which the researcher gave 20 statements for students' motivation questionnaire and 42 questions about vocabulary enrichment test. The results of the study used IBM SPSS Statistics 29 and paired sample t-test formula was used by researcher to analyze the data. Based on the quantitative data, the students' score is increased. The Mean score for motivation before using Duolingo is 47.86 and after using it is 81.82. Then, the mean for vocabulary enrichment students before using Duolingo is 48.91 which is higher than the mean score after using it is 82.50. The result shows there is positive effect of English learning motivation and vocabulary enrichment students through using Duolingo. Thus, both of the sig. score = < .001 which means it is smaller than $\alpha = .005$. For conclusion, the alternative hypothesis (H_a) for English learning motivation and vocabulary enrichment for the 10th grade students were accepted and those null hypothesis (H_0) were rejected in this research.

Keyword: *Duolingo, English Learning, Motivation, Vocabulary Enrichment*



ABSTRAK

Nasrul, Vinni (19018176). 2023. *"The Effect of Using Duolingo Application on Students' English Learning Motivation and Vocabulary Enrichment : An Experimental Research at SMKN 1 Padang"*. Skripsi. Departement Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan aplikasi Duolingo terhadap peningkatan motivasi belajar bahasa Inggris dan pengayaan kosakata siswa kelas 10 SMKN 1 Padang serta membantu guru bahasa Inggris dalam mengelola kegiatan kelas secara efektif dan komunikatif. Penelitian ini menggunakan metode penelitian kuantitatif yang merupakan penelitian pra-eksperimental. Penelitian ini dilakukan dengan 7 kali pertemuan untuk treatment. Populasi penelitian ini adalah siswa kelas X SMKN 1 Padang yang merupakan kelas X TKP A sebagai kelas eksperimen dengan jumlah sampel sebanyak 22 siswa. Teknik pengumpulan datanya adalah tes dan angket dimana peneliti memberikan 20 pernyataan untuk angket motivasi siswa dan 42 pertanyaan untuk tes pengayaan kosa kata. Hasil penelitian menggunakan IBM SPSS Statistics 29 dan peneliti menggunakan rumus uji-t sampel berpasangan untuk menganalisis data. Berdasarkan data kuantitatif, nilai siswa meningkat. Nilai rata-rata motivasi sebelum menggunakan Duolingo adalah 47,86 dan setelah menggunakannya adalah 81,82. Kemudian, nilai rata-rata pengayaan kosa kata siswa sebelum menggunakan Duolingo adalah 48,91 lebih tinggi dibandingkan nilai rata-rata setelah menggunakannya yaitu 82,50. Hasilnya menunjukkan terdapat pengaruh positif motivasi belajar bahasa Inggris dan pengayaan kosa kata siswa melalui penggunaan Duolingo. Jadi, sig. score = < 0,001 yang berarti lebih kecil dari $\alpha = .005$. Kesimpulannya, hipotesis alternatif (H_a) untuk motivasi belajar bahasa Inggris dan pengayaan kosa kata untuk siswa kelas 10 diterima dan hipotesis nol (H_0) ditolak dalam penelitian ini.

Kata Kunci: *Duolingo, Pembelajaran Bahasa Inggris, Motivasi, Pengayaan Kosakata*

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Padang, July 22nd 2023
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CHAPTER I INTRODUCTION

A. Background of Research Problem

In Indonesia, English is taught as a foreign language for students at several levels of education, they must learn it from middle school to university. Specifically for the 10th grade students of SMKN 1 Padang, English is also a compulsory subject that has used in *Kurikulum Merdeka*.¹ (Balitbangbuk, 2022). In the Appendix of Balitbangbuk it is said that the Kurikulum Merdeka also contains the vision that Indonesian students must have a Pancasila Student's Profile, one of the focuses in teaching English is facilitating students to become skilled in using technology (technological literacy), so they can improve their ability to seek and develop digital information-based knowledge that is adapted to the conditions students often experience at school and at home. It aims to help their carriers after graduating vocational senior high school in which they can speak and write English to apply job easily. Moreover, the learning process in the *Kurikulum Merdeka* is learner-centred which is self-directed learning. (Tyler, 1992, p. 5). He defines it as the learning process that must focus on efforts to change student's behavior (which starts from unable to become capable). Learning English aims to make students willing and able to apply good and correct English skills, so students have satisfying learning outcomes. There are several factors that can influence the learning process outcomes in schools, which include students' internal

¹ This is the name of new curriculum launched in 2020 by The Minister of Education and Culture of The Republic of Indonesia. This name remains to be written in Bahasa Indonesia in order not to make the meaning bias.



and external factors. Internal factors include factors



within students such as: student abilities, attention, motivation, talents, interests, attitudes, ways of learning, and others. While external factors include factors from outside students such as teacher abilities, learning atmosphere, learning facilities, learning methods used in class, learning media used, school environment, and others (Slameto, 2013, p. 54). 1

Based on the researcher's observations when doing teaching practicum in a vocational technical senior high school where she was conduct her research, the students' low mastery towards English subject matter especially in vocabulary enrichment was due to the students' low motivation to learn English. It could be seen by the students' lack of enthusiasm in attending to the lessons. Some of them made a joke with their peers and were ignorant during the English lessons. The classroom learning atmosphere was no longer *student-centered learning* but more *teacher-centered learning*. The teacher still taught in a conventional way, starting from delivering material, giving assignments and other things. It was still limited to writing on the blackboard or just dictating to students and forcing students to remember things that were conveyed and written on the blackboard/whiteboard without measuring the extent of students' interest, motivation and level of basic knowledge in English especially in knowing English vocabulary. As a result, most students did not pay attention to the teacher's explanation properly and were lazy to rewrite the subject matter delivered by the teacher, when they had some assignments that must be done both in groups and individually. There were only a few

students who look enthusiastic in doing and submitting assignments on time.

In fact, there must be changes in the management of learning activities in class, such as by using innovative learning models that could increase learning motivation and student learning outcomes. One learning model that could be applied is to utilize interesting learning media. Without learning media, communication in the learning process was not be able to take place optimally. (Daryanto, 2010: p. 5). Then, According to Tafani (2009) students and teacher have been provided creative and practical ideas by media. Furthermore, teachers who wish to teach should already use digital media in accordance with the direction of achievement in learning English and the curriculum because today students cannot be separated from digital everywhere. From the researcher's experience teaching of the 10th grade students at SMKN 1 Padang they were more interested in playing games than learning English. They thought that they cannot and were not motivation to learn English because it was not as interesting as the games they played, so that the English mastery of the 10th grade students at SMKN 1 Padang was still low. The low students mastery of English subjects could be seen from the low student learning outcomes and the enrichment of their vocabulary. Only a few students scored were above KKM 60. As a result, students' motivation depended on whether the learning activities were interesting and fun for them, so students could succeed in learning foreign languages because of motivation.



Dörnyei (2009) argues that motivation is an important concept in language education, which is commonly used to explain student failure and success in learning. Students who are motivated to learn will pay attention and reread the lessons presented until they can understand and use specific learning strategies that support their progress. Thus, learning motivation shows learning goals and strategies related to achieving these learning goals (Brophy, 2004, p. 94). Motivation to learn a language is determined not only by attitude but also by other motivational tools. In addition, according to Deci & Ryan (2000), motivation is divided into extrinsic and intrinsic motivation. If intrinsic motivation is a situation where students learn the target language because of internal factors that exist within them such as interest or the nature of learning is fun.

The conventional tradition of teaching English must slowly be shifted by technological products in the era of globalization so that it can support an effective and quality education process. One example is that teachers can use several applications which related to their learning activity and could facilitate teachers and students in carrying out the learning process, especially in learning English. According to Harmer (2007) and Gencler (2015), teachers are asked to assist students in activities with digital technology to successfully learn languages. Teachers must also be able to use tools and media to improve the quality of the learning process in accordance with the right technological resources for students. In this case, the researcher wanted to implement the Duolingo application as a tool to measure the effect of using this



application on the students' English learning motivation and vocabulary enrichment of the 10th students at SMKN 1 Padang.

Duolingo is a gamification application. Kapp (2012) states that Gamification is discovery in learning using game-based learning mechanics to solve problems. Gamification is seen as a game element that has an idea other than the game itself (Marczewski, 2013). It could be downloaded on Playstore by students if they want to learn language, especially English. This application contains learning English that students can access in a very simple way because this application is interesting and fun to use. "The Duolingo Method combines research-backed teaching methods with engaging content to create effective learning experiences" (Duolingo, 2021, para. 1). Users can learn languages for free on everyday English subjects or topics. Can measure student achievement and enthusiasm with a pleasant appearance. Duolingo provides data such as points, topic trees, lines and times. Duolingo is an easy application for novice users or those with low basic English when use the application to learn languages. This app aims to welcome individuals of all ages from children to adults.

Several previous research on Duolingo had been conducted such as (eg, Vesselinov & Grego, 2012, Muhammad Faiq Zamzami, 2019) 35 students learned Spanish for 2 months with *Duolingo* through websites and online applications. These results suggest that the majority of students are motivated to learn independently from time to time using these applications without external sources or assistance. Then, the



research that has been conducted by Faiq on grade 8 students at MTSN 3 Jakarta for the 2018/2019 academic year, Faiq has researched Duolingo as a medium to increase students' knowledge of English vocabulary. The research results obtained show the significance of learning outcomes and vocabulary mastery in students after using Duolingo. Moreover, (Yusda, Nanda, Pratiwi, & Haninun, 2020) in the grade 10th students at SMA Yadika Bandar Lampung. It was found that *Duolingo* could improve students' vocabulary mastery and make them motivated in learning English.

Based on the background above, the researcher was interested to conduct the research with the title "The Effect Of Using Duolingo Application On Students' English Learning Motivation And Vocabulary Enrichment : An Experimental Research At SMKN 1 Padang". This study also wanted to see students' motivation and vocabulary enrichment after they use *Duolingo* as an English learning application at SMKN 1 Padang.

B. Identification of the Problem

From the background of the problems above, the researcher identified the problem like The learning process in the 10th grade at SMKN 1 Padang was still conventional. It did not use varied learning models and digital media. Then, it did not utilize Android application media as learning media, especially the *Duolingo* application. Finally, the Students' motivation and outcomes in the 10th grade students at SMKN 1 Padang was low. Moreover, the researcher tried to conduct the research by utilizing and using the *Duolingo* application to increase the 10th grade students' learning motivation and vocabulary enrichment which in turn increased the



desire for students to learn English better.

C. Limitation of the Problem

The limits in this research was the effect of using *Duolingo* application on the English learning motivation and vocabulary enrichment of the 10th grade students at SMKN 1 Padang in the even semester of the 2022/2023.

D. Formulation of Research

The formulation in this research was whether the *Duolingo* application had any effect on the English learning motivation and vocabulary enrichment of the 10th grade students at SMKN 1 Padang?

E. Purpose of ResearchThe aim of this research was to find out whether the *Duolingo* application make the English learning motivation and vocabulary enrichment of the 10th grade students at SMKN 1 Padang increase.

F. Significance of the Research

The findings of this research were expected to be useful for several parties. First, teachers could develop more innovative learning with an application-based learning model that utilizes *Duolingo* as a learning media that is in accordance with student interests and keeps up with the times. Then, the teachers were able to increase knowledge and provide inspiration about the use of *Duolingo* in Vocational High Schools. Second, Duolingo could stimulate students can be more active and motivated in learning. Third, schools could improve the quality of learning by utilizing the *Duoligo* application as a medium in the learning process at SMK and making positive contributions to school progress and being conducive to



the educational climate in schools.

G. Definition of Key Terms

Duolingo: *Duolingo* is an application launched in June 2012. It is, one of gamification, a game-based learning technology platform or an application that help users to increase the English skills

English: English is international language in the world and as the foreign language for Indonesian Students.

Learning Motivation: learning motivation is one of the factors to explain the success and failure of the students in learning.

Vocabulary Enrichment : is a benefit for people when they learn or teach language which be able to them can read, write and speak in confidence and effectiveness.