THESIS

**THE EFFECT OF DUOLINGO APPLICATION ON STUDENTS'
VOCABULARY MASTERY**

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THE EFECT OF DUOLINGO APPLICATION ON STUDENTS' VOCABULARY MASTERY

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ABSTRAK

ST. AMINA : Pengaruh penggunaan aplikasi Duolingo terhadap penguasaan kosakata siswa. **Skripsi. Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat 2025.**

Penelitian ini mengkaji pengaruh penggunaan aplikasi Duolingo terhadap penguasaan kosakata siswa, dan kedua untuk menentukan minat siswa setelah menggunakan aplikasi Duolingo dalam pembelajaran kosakata. Metode kuantitatif dengan desain eksperimental diterapkan, melibatkan dua kelompok : kelas eksperimen dan kelas kontrol, dengan total 47 siswa. Data dikumpulkan melalui pre-test, post-test, dan kuesioner, serta dianalisis secara statistik menggunakan uji normalitas, uji homogenitas, uji t sampel independen, dan interpretasi skor N Gain. Temuan penelitian ini menunjukkan bahwa skor rata-rata kelompok eksperimen meningkat dari 65,62 pada tes awal menjadi 85,20 pada tes akhir, sementara skor kelompok kontrol menunjukan sedikit penurunan dari 79,34 menjadi 76,73. Hasil kuesioner juga menunjukkan persepsi positif siswa terhadap penggunaan aplikasi Duolingo, menunjukkan peningkatan motivasi, keterlibatan, dan kepuasan belajar. Temuan ini menunjukkan bahwa Duolingo efektif dalam meningkatkan penguasaan kosakata siswa dan meningkatkan minat siswa dalam belajar bahasa Inggris. Para peneliti lain dapat melanjutkan penelitian terhadap aplikasi Duolingo ini karena masih banyak fitur dalam aplikasi yang dapat digunakan untuk meneliti masalah lain, seperti berbicara, mendengarkan, menulis, membaca, atau pengucapan siswa.

Kata Kunci : *Duolingo, Minat siswa, Penguasaan kosakata.*

ABSTRACT

ST. AMINA : The effect of Duolingo application on students' vocabulary mastery. Skripsi. Majene : **Fakultas Keguruan dan ilmu Pendidikan, Universitas Sulawesi Baarat 2025.**

This study examines to investigates the effect of using the Duolingo Application on students' vocabulary mastery and the second to determine students' interest after using the Duolingo application in vocabulary learning. A quantitative method with an experimental design was applied, involving two groups: an experimental class and a control class, with a total of 47 students. Data were collected through pre-tests, post-tests, and questionnaires, and analyzed statistically using the normality test, homogenity test, independent samples t-test and interpreting N Gain score. This findings showed that the average score of the experimental class increased from 65.62 on the pre-test to 85.20 on the post-test, while the control class showed a slight decrease from 79.34 to 76.73. The questionnaire results also showed students' positive perceptions of using Duolingo application, highlighting increased motivation, engagement, and learning satisfaction. These findings indicate that Duolingo is effective in improving students' vocabulary mastery and increased students' interest in learning English. The other researchers can further examine this Duolingo application because there are still many features in the application that can be used to research other issues, such as spoken, spiking, listening, writing, reading, or student pronunciation.

Keywords : *Duolingo, Students' interest, Vocabulary mastery.*

CHAPTER I

INTRODUCTION

A. Background

Vocabulary is one of the most important aspects of language proficiency, especially in mastering English as a foreign language. According to Fitri (2018), vocabulary is the core component of language proficiency and serves as the primary foundation for determining how well students speak, listen, read, and write. This aligns with Ulfah (2023), findings which state that vocabulary is crucial in language learning, especially for foreign languages. Learners of foreign languages need to master vocabulary to communicate effectively. Meanwhile, according to Johnson (2023), vocabulary refers to the collection of words known and used by an individual, which significantly influences reading comprehension and overall literacy. Thus, it can be said that vocabulary is an important aspect for mastering all aspects such as speaking, listening, reading, and writing.

Vocabulary mastery is one of the most important aspects of learning English, as vocabulary is a basic human need in communication and a key component of language proficiency. There are several reasons why mastering vocabulary is essential. According to Alqahtani (2023), vocabulary knowledge directly correlates with learners' overall language proficiency and academic success. Meanwhile, Schmitt (2023), demonstrates that students with a rich vocabulary show 60% better comprehension and produce more coherent and sophisticated language compared to those with limited vocabulary, which positively affects their overall linguistic and academic achievement.

Several experts have identified issues in vocabulary mastery. Ramadhani (2020), states that interest in language learning tends to be low without digital stimulation. Before using Duolingo, students appeared unmotivated to learn English vocabulary through conventional textbooks. Achmad (2022), also reported that many teachers lack the necessary skills to

effectively integrate the application into classroom instruction. Observations conducted by those researchers revealed that the use of Duolingo by teachers in lesson planning and the implementation of active learning strategies remains suboptimal.

Based on observation made by researcher at a school in Polewali Mandar, it appears that the same problems were also found at the school where the research was conducted. The are problems such as: The main problems encountered in English vocabulary learning include: (1) The need for innovative learning media that can be used by students as a means to improve their learning abilities, especially in vocabulary lessons. (2) Students feel bored during the learning process because the techniques used by teachers are monotonous. (3) Students often feel bored in English vocabulary learning. Several experts have identified a number of solutions to address issues related to vocabulary mastery. According to Jones (2020), the use of applications such as Duolingo can offer a more personalized and adaptive learning experience, enabling students to learn at their own pace and according to their individual learning styles. Additionally, Stockwell (2023) indicates that application-based learning can enhance student engagement and improve vocabulary retention through repeated and contextual practice. By adopting this approach, it is expected that students will not only overcome boredom in learning but also achieve better outcomes, while becoming more motivated and developing more sustainable vocabulary mastery.

The solution of identified issues, applaying the Duolingo application as an innovative learning tool couuld serve as an effective solution. This application offers an interactive and enjoyable approach that can reduce student boredom during the learning process. According to Grego (2021), the use of technology based learning applications can significantly enhance students' vocabulary mastery. Thus, this application not only aids students in mastering vocabulary but also creates a more engaging and enjoyable learning experience.

The research gap in my research lies in the lack of research examining the effectiveness of Duolingo for vocabulary learning at the junior high school level, while most previous studies have focused on students at the high school or college level. In addition, many previous studies have used case study, survey, or pre-experimental designs, which do not provide an in-depth understanding of the direct impact of using Duolingo. My research addresses this gap by employing an experimental design involving control and experimental groups, and by aligning the materials with the relevant curriculum. As a result, my research makes a significant contribution to understanding the use of Duolingo at the middle school level.

Based on the description above, the researcher will be interested in taking the title "The effect of duolingo application on students' vocabulary mastery".

B. Problem Identification

Based on the background and description of the problem above there searcher then considers the problem by making observations, there were several problems was found :

1. The need for innovative learning media that can be used by students' as a facility to improve learning abilities, especially in vocabulary lessons.
2. Students' feel bored during the learning process because the techniques used by the teachers are monotonous.
3. Students' are often bored in the learning english vocabulary.

C. Problem Limitation and Formulation

Based on the background above, this study to examining the impact of Duolingo application on students' vocabulary mastery particulary related to noun, verb and adjective in learning English. Therefore, related questions arise that could help solve the above problems :

1. Does the use of duolingo application have a significant effect on students' vocabulary mastery?

2. What is the students'interest after using Duolingo application in learning vocabulary?

D. Research Objectives

Considering to problem identifications, the researcher defines objective of the research is :

1. To find out the use of duolingo application have a significant effect on students' vocabulary mastery.

2. To find out the students' interest after using Duolingo application in learning vocabulary.

E. Research Benefits

The benefit of this research are :

1. For students'

The research hopes that this research gives significant positive effect to the students of VII grade MTs YP Tutallu. This reserch is expected to help the students learn vocabulary easily and happily using the Duolingo Application as a learning media. This media is also expected to be more increase students' interest and motivation for the students to learning english vocabulary.

2. For teachers

The teachers, can use the Duolingo Application as a media to introduce new words in vocabulary learning. It is also hoped that the teacher is able to elaborate more the media which is interesting to teach vocabulary to the students.

3. For other researchers

The researchers also hopes that this research can inspire other researchers who are also interested in this topic. Hopefully this research can stimulate other researcher to develop more and conduct further research related to this topic.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data findings, the main sources of this research is to investigate about the used of duolingo application have a significant effect on students' vocabulary mastery and also to find out the used of this application increase students'interest in learning english vocabulary on teaching English at MTs YP Tutallu, several conclusions can be seen :

1. The effect on Students' vocabulary mastery

The results of the research show that the used of Duolingo has a significant effect on improving students' vocabulary mastery. The experimental class, which was taught using Duolingo, obtained a mean pre-test score of 65.62 and increased to 85.20 in the post-test, with an improvement of 19.58 points or 29.83%. While the control class which was taught using the conventional methods in learing , showed a slight decrease from the mean pre-test score of 79.34 to 76.73 in the post-test, or a decline of 2.61 points (–3.40%). These findings indicate that Duolingo is effective as a learning media to increse students' vocabulary mastery.

2. Students' interest in learning with Duolingo

Students' responses toward the used of Duolingo were highly positive. They reported feeling more motivated, finding it easier to understand the material, becoming more active in practice, and not experiencing boredom during the learning process. In addition, Duolingo helped students' vocabulary more effectively and encouraged them to practice English in their daily lives. Thus, Duolingo not only improves vocabulary mastery but also increased students' interest and motivation in learning English.

B. Suggestions

Based on the results of this research, the researcher provides several suggestions is :

1. For Teachers

English teachers are encouraged to used Duolingo as an alternative media in teaching vocabulary. Its used makes learning more engaging, interactive, and in line with the advancement of digital technology.

2. For Students'

Students are advised to used Duolingo independently outside the classroom in order to continuously practice and enrich their English vocabulary for everyday communication.

3. For Future Researchers

This study still has limitations; therefore, future researchers are encouraged to expand the scope of research, for instance by involving a larger sample size, extending the duration of the study, or focusing on other English skills such as listening, speaking, reading, and writing. Teachers can be more creative in applying the Duolingo application with other applications or platforms so that the results are more visible.

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