PREFACE

This thesis entitled "The Students' Attitudes to Duolingo-Assisted English Vocabulary Learning" is submitted as a partial fulfillment of the requirements for *Sarjana Pendidikan* Degree at the English Education Department, Faculty of Educational Sciences and Teachers' Training, Siliwangi University, Tasikmalaya. This thesis contains a background study, literature review, methodology, findings and discussions, conclusion and suggestions. The first chapter contains a background study that provides information related to the use of Duolingo application in English vocabulary learning, a gap, formulation of the problem, aim of the research, and significance of the research. The literature review provides a brief explanation about Technology-Enhanced Language Learning, Technology-Enhanced Language Learning in vocabulary learning, Duolingo as a language learning application, vocabulary learning in second language learning, Duolingo and vocabulary learning, and attitudes in language learning are explained in the second chapter. The third chapter presented the research method, setting and participants, data collection, and data analysis. The results of this study come out in the fourth chapter; it includes the data findings and discussions. The last chapter consists of the conclusions based on the data findings and suggestions for the next researcher dealing with students' attitudes to Duolingo-assisted English vocabulary learning.

As a result, I will greatly welcome any suggestions or critiques from the readers. In conclusion, I hope that this research will be helpful to myself as well as to the readers.

Tasikmalaya, July 2024

Compiled by,

Tarisa Nur Sofa Marwah

202122110