

## CHAPTER 1

### INTRODUCTION

This chapter highlights the points of introduction of this research. It comprises the background, formulation of the problem, operational definitions, aim of the research, and uses of the research.

#### **1.1 Background**

The use of technology in Language Learning in Education has been growing rapidly. The rapid development of telecommunication technology and its application to mobile devices led to the interest of practitioners, researchers in Mobile Learning (Hsu, 2013). Besides, technology in language learning is used to help the students in enhancing their language skills. Pourhosein Gilakjani & Sabouri (2014), stated that through using technology, learners can control their own learning process and have access to many information over which their teachers cannot control.

Chinnery (2006), stated that easy-to-use keyboards, accessibility to wireless internet, integrated applications, and improved multimedia characteristics were the highly mentioned advantages of the MALL devices by the users. Kukulska-Hulme (2016), stated that MALL provides the opportunity to extend language learning outside the classroom settings; it delimits the time and space settings of traditional classrooms. MALL also promotes language skills, including reading skills, and helps support a student-centered approach. MALL can be more effective if learners are equipped with certain tools: support from teachers, and technologies and materials.

Kukulska-Hulme (2016), stated that may finally result in learners taking responsibility for perceiving a new language.

The researcher found the issue about the use of Duolingo. There are students at junior high school using Duolingo as a medium to learn English. The students are preferred to use Duolingo because it is understandable, easy to use, and has features. The students learn vocabulary through pictures. The students also memorize the meaning of the vocabulary by answering all of the questions related to the topics they learn. Thus, the students recall the same questions if they forget the meaning. The students choose another question and memorize the new vocabulary.

Besides that, the students play the audio to listen to how to pronounce, at the end, the students pronounce it to learn pronunciation and listening. The students practice. Krashen (2014), stated that the activities presented in Duolingo involve conscious learning. Cavus & Ibrahim (2009), stated that students using the devices enjoyed and learned new words, and the students themselves suggested in their survey that other educators should augment their teaching with the use of these devices. Hence, the researcher focused on vocabulary because vocabulary is the basic of the language.

There are several studies to investigate this application in language learning such as (Ajisoko, 2018; Putri & Islamiati, 2018). The first was a study about the use of Duolingo Application by Ajisoko (2020), which talked about “the use of Duolingo apps in improving student’s vocabulary in Borneo University of Tarakan. His study

focused on the use of Duolingo Application to promote the students with the college level about their vocabulary mastery in language learning. The result from his research revealed positive responses from students. students were more motivated in learning; more skillful because the interest of learning increases; easy to understand the material; allowing all learners to get a fair turn in practicing the material; eliminate boredom in learning; encourage new ideas, and facilitate students in remembering and also practice the material in daily life. The second was a study by (Putri & Islamiati, 2020), that focused on the use of Duolingo to improve the students' listening skills. The result is that using Duolingo as a medium to improve students' listening skills is effective. Students feel enjoyable and happy using this application, students can also enrich their vocabulary mastery. However, based on those studies, the issue that only focused on the usefulness of using Duolingo in junior high school students vocabulary mastery with the qualitative approach has less been explored. Therefore, the researcher is interested in investigating the use of Duolingo Application in learning English vocabulary.

## **1.2 Formulation of the Problem**

The formulation of the problem of this research is “What are the Students’ Perceptions on the use of Duolingo in English vocabulary learning?”

### **1.3 Operational Definitions**

To make the insight understanding, here are the operational definitions of the keywords:

**1.3.1 Students' Perception** : The ability of students to understand, notice or become aware of something through the senses as a result of perceiving the use of Duolingo. It is explored by the limitation of selection, organization, and interpretation on the use of Duolingo because it has benefits and it is appropriate for students to learn a language.

**1.3.2 Duolingo** : Duolingo is an application to learn English, English vocabulary. The students can choose which subject they learn.

**1.3.3 English Vocabulary Learning** : Vocabulary learning is an essential part of foreign language learning as the meanings of new words are very often emphasized, whether in books or in

classrooms. It is also central to language teaching and is of paramount importance to a language learner.

#### **1.4 Aims of the Research**

The aim of this research is “what are the students’ perceptions on the use of Duolingo in English vocabulary learning.”

#### **1.5 Significant of the Study**

##### **1.5.1 Theoretical Use**

The present study will expand the pedagogical approach of using Duolingo Application to support students’ in enhancing their English skills especially on the meaning and spelling of the words.

##### **1.5.2 Practical Use**

The researcher will serve the teachers and students with a new tool or media on application to learning English Language through mobile phone.

##### **1.5.3 Empirical Use**

The study will provide empirical insights into students’ perceptions on the use of Duolingo in learning English vocabulary.