

ABSTRAK

ZAHRANI RABIULTSANI, 2025. "IMPROVING VOCABULARY MASTERY FOR EFL LEARNERS THROUGH MOBILE-ASSISTED LANGUAGE LEARNING WITH DUOLINGO". Program Studi Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan (FKIP). Universitas Siliwangi. Tasikmalaya.

Penelitian ini bertujuan untuk meningkatkan penguasaan kosakata siswa EFL melalui Mobile-Assisted Language Learning (MALL) menggunakan aplikasi Duolingo. Latar belakang penelitian ini didasarkan pada rendahnya kemampuan kosakata siswa di salah satu kelas tujuh SMP di Tasikmalaya, yang teridentifikasi melalui hasil pre-observasi, pre-wawancara, dan pre-test. Penelitian ini menggunakan desain Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus, masing-masing terdiri dari tahap perencanaan, tindakan, observasi, dan refleksi. Teknik pengumpulan data dilakukan melalui observasi dan tes (pre-test dan post-test), dengan pendekatan campuran kualitatif dan kuantitatif. Hasil penelitian menunjukkan bahwa penggunaan Duolingo secara signifikan meningkatkan penguasaan kosakata siswa dalam aspek makna, ejaan, tata bahasa, dan pelafalan. Siswa menunjukkan peningkatan motivasi dan keterlibatan aktif dalam belajar kosakata melalui fitur-fitur interaktif Duolingo. Peningkatan ini juga tercermin dalam hasil tes, di mana sebagian besar siswa berhasil mencapai atau melebihi kriteria ketuntasan minimal. Dengan demikian, Duolingo sebagai bentuk MALL terbukti menjadi alat alternatif yang efektif dalam meningkatkan penguasaan kosakata siswa dalam konteks pembelajaran bahasa Inggris sebagai bahasa asing.

Kata kunci: penguasaan kosakata, Mobile-Assisted Language Learning, Duolingo, EFL, penelitian tindakan kelas

ABSTRACT

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This study aimed to improve the vocabulary mastery of EFL students through Mobile-Assisted Language Learning (MALL) using the Duolingo application. The background of this research was based on the low vocabulary proficiency of seventh-grade students at a junior high school in Tasikmalaya, identified through pre-observation, pre-interview, and a pre-test. The research employed a Classroom Action Research (CAR) design conducted in two cycles, each consisting of planning, action, observation, and reflection stages. Data were collected using observation and tests (pre-test and post-test), with a mixed-methods approach combining qualitative and quantitative data. It was found that Duolingo significantly improved students' vocabulary mastery, particularly in the aspects of meaning, spelling, grammar, and pronunciation. Students demonstrated increased motivation and active engagement in vocabulary learning through Duolingo's interactive features. This improvement was also reflected in the test results, where most students achieved or exceeded the minimum success criteria. Therefore, Duolingo as a MALL proved to be an effective alternative tool for improving vocabulary mastery in the context of English as a Foreign Language (EFL).

Keywords: vocabulary mastery, Mobile-Assisted Language Learning, Duolingo, EFL, classroom action research