

Chapter I

Introduction

The researcher explains several things related to this research, which is distributed into several points such as basic consideration, research question, the objective of research, delimitation of the research, and significances of the research.

Basic Consideration

Vocabulary becomes one of the vital components of teaching and mastering English. In junior high school, teaching vocabulary is integrated to the certain topic and it is not being taught separately. Students are projected to be able to bring many of the vocabularies associated with the topic. In the learning practice, most students used their handbook as a primary source. However, students who tend to use the textbook as a learning resource have trouble in learning vocabulary. According to Nimasari (2017), the studied materials in textbook are lack of vocabulary content. Students' activity according to the order contained in the textbook are reading and observing the material. There are no supporting details related to the vocabulary should be displayed to help the students understand the material. In addition, students' worksheets are directly faced with difficult tasks. As the researcher personal experience during the field experience program, students were difficult to find the vocabulary that would be used in building a sentence or text. It occurred because they just focus on the form of the text without understanding more vocabulary on it. Therefore, to overcome

the problem, the researcher gave more vocabularies related to the topic that help students do their assignment. This is intended for students understand the text and mastering the vocabulary contained in the topic.

In practice, the researcher investigated, many students have difficulty in understanding new vocabulary. The students lack of vocabulary skills that having difficulty in learning vocabulary well, they are difficult to memorize certain vocabulary. In addition, based on the researcher interview with the teacher in SMP Negeri 1 Batudaa, students in the seventh grade are commonly getting difficult in learning English because they are lack of understanding vocabularies. It impacted on their achievement and got the low score in English subject. Furthermore, another hassle in mastering English as Yulia (2013) stated that the problems come from students of junior high school motivation in learning English and teacher's action in classroom language. In her research, it revealed that 73% students mostly learn English from the textbook. The impact of students is they feel bored because of resource lack in learning English. Therefore, this happened due to teachers' incompetence by computers or their lack of commitment to enhancing English language teaching. It means that the teacher was difficult to provide an interactive learning instruction to increase student motivation. In addition, according to Konomi (n.d), using visual media learning is very effective. However, teachers are rarely using television, videos, computers, and other media to teach vocabulary to the students. Thus, it impacted in teaching and learning English, especially for vocabulary as part of English.

Furthermore, based on curriculum 2013 regulation that English Subject is not being applicable in Elementary School anymore. It was becoming unnecessary subject to teach. Thus, students in the first year in Junior High School has lack experience with English.

Nowadays, there are numerous materials become the resource in learning vocabularies. For instance, from printed books, various images, posters, postcards, word calendars, charts, graphic organizers, photograph books, television, films, and so forth. The use of instructional media could be used as a tool to attract the students' attention, interest, and motivation to learn. Xiqin (2008), stated that 83% people get information comes from vision, greater than other sense. He also added, using multimedia as a teaching aid, using their eyes, ears, brains, and mouths altogether in learning vocabulary. Hence, the students will become more active in learning process. Thus, it can help teachers activate all the senses of the students in learning vocabulary.

People live in the digital era and they are the digital native. Everybody uses the internet to access everything in need. To illustrate, social media, entertainment, looking for learning source, translating words and so on. Students can access to the educational content in internet from various gadgets such as laptop, computers, and smartphone.

Furthermore, in building vocabulary mastery, Dalton & Grisham (2011) provide *eVoc* strategy. It is the strategy the usage of era to construct vocabulary assisting of extensive reading, direct education, active gaining knowledge of and

interest in words which might be crucial to vocabulary improvement. For instance, learning from the visual show of words connections inside the content, fun interface in learning with the online vocabulary games and get students utilizing media to express vocabulary materials and so on. Thus, teaching and learning vocabulary using technology can make interactive process in the classroom.

Based on The previous explanation, the researcher provided a CALL (Computer Assisted Language Learning) internet-based application, that was Duolingo to teach vocabulary more easily, fun and attractive. Based on some strategies given by Dalton & Grisham (2011), Duolingo, one of language learning application was eligible and suitable as media in teaching learning process in the classroom. Teaching vocabulary needs enjoyable, fun, interesting media and technology. Duolingo as one of the media technologies that can help the students understand the vocabulary easily. It was very simple to operate, the students presented the vocabulary contents related to the topic of chapter in Duolingo application. Duolingo application provided different way to answer the questions such as answer the questions by re-type the sentences, translating the words or sentences, re-arrange the sentences and match the picture. Duolingo can access both in the computer that connected to internet and from mobile application that available in Google Play Store or Apple App Store. Therefore, students can easily access anywhere, anytime and it is free.

The researcher has observed some previous researcher related to the implementation of CALL as instruction in teaching and learning vocabulary. The first research is *Improving Vocabulary Through Duolingo Application in Call at The Seventh Grade of SMP* conducted by Wijaya (2016). The investigation noted that learning vocabulary through Duolingo application could persuade and challenge the students. It can be seen from their excitement and cooperation in doing the application. There an increase of students' vocabulary after being instructed through Duolingo application.

The second relevant research was showed by Manik & Christiani (2016) in their research *Teaching Vocabulary Using Matching Word On Computer Assisted Language Learning*. In this research, they use *Hot Potatoes* software. It is a great program since the students can adjust and/or edit theirs possess task based on the clued and input are given in the target language. In the expansion, by utilizing the program, it makes students can work out by themselves. According to this research, the result based on qualitative and quantitative data revealed students' vocabulary mastery was improved through matching words in the computer that conducted in SMA Negeri 1 in Siborongborong.

Based on the previous explanations, this research is aimed to investigate the use of Duolingo to enhance students' vocabularies mastery in different object and place. This research is expected Duolingo can help students and teachers in the learning vocabulary through Duolingo application as part of CALL.

Research Question

Can the use of Duolingo enhance students' ability of vocabulary mastery at the seventh-grade students of SMP Negeri 1 Batudaa?

Objective of Research

The researcher investigates whether the use of Duolingo can enhance students' ability of vocabulary mastery at the seventh-grade students of SMP Negeri 1 Batudaa

Delimitation of The Research

The main point of this research is part of speech particularly in noun, pronoun, adjective, and verb because those part are adjusted by vocabulary content in Duolingo.

The significance of The Research

The significance of this study can be viewed from both theoretical and practical aspects, as described below:

1. Theoretically, it is expected to contribute some supports to exist similar research about the implementation of CALL through Duolingo in teaching and learning vocabulary.
2. Practically, this research is projected to give more high-quality input to the other English instructors inside the teaching English in particular in mastering vocabulary. Thus, the English teachers are able to use the internet as interactive media and discover some useful CALL applications in teaching English, particularly in teaching vocabulary.