IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH DUOLINGO GAME AT NINTH GRADE OF MTS AL-ITTIHADIYAH LAUT DENDANG

THESIS

Submitted to Faculty of Tarbiyah Science and Teacher Training UIN-SU as a Partial Fulfillment of the Requirements for the Degree of S-1 Program

By:

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2019

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2019

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DUOLINGO GAME AT NINTH GRADE OF MTS AL-ITTIHADIYAH

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar - benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan oleh Universitas batal saya terima.

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ABSTRACT

Sapril Siregar. 2019. Improving Students' Vocabulary Mastery Through Duolingo Game at Ninth Grade of Mts Al-Ittihadiyah Laut Dendang.
Keywords: *Improving, Vocabulary Mastery, Duolingo Game.*

This research was aimed to find out the Improving Students' Vocabulary Mastery Through Duolingo Game. The subject of this research was a class which consisted of 25 students at ninth grade of MTs Al-Ittihadiyah Laut Dendang 2019 academic year. The research was conducted by using Classroom Action Research. The technique of analyzing data of this research was using qualitative and quantitative data. The qualitative data were gained from observation sheet, interview, diary notes and photography evidence. The quantitative data were taken from the test such as: Pre-test and Post-test. The data of this research were quantitative and qualitative data. The qualitative data were analyzed from the condition throughout teaching and learning process which was also observed from observation sheet, interview, diary notes and photography evidence. Then, the qualitative data were analyzed from students' score in the pre-test and two post-test. The result of this research showed that there was the increasing score of students in vocabulary mastery by using Duolingo game. The result of the analysis showed that the mean of the pre-test was 60.6. the mean of the Post-test in the first cycle was 78.2, then, the mean of the post-test in cycle II was 87. The percentage of students who got point up to 75 was also grew up. In the pre test, the students who got the score 75 and above were 2 students of 25 students (8%). in the post-test cycle I the students who got the score 75 and above were 16 students of 25 students (64%). in the post test cycle II the students who got the score 75 and above were 25 students of 25 students (100%). Otherwise, the total increasing percentage from the pre test to the post test in the cycle two was 100%. It showed that the improving students' vocabulary mastery through Duolingo game could improve students' vocabulary mastery and could affect on students' achievement in vocabulary mastery. The students were more active, enthusiastic and interested in the learning activity. So, it can be concluded that the improving students' vocabulary mastery through Duolingo game was effective to improve the students' interest in following the learning teaching process.

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Finally, the writer realized that this thesis not perfect. There are also some mistakes in content, grammar and punctuation. Therefore, the writer hopes suggestions and critics from the reader to make this thesis better. The writer hopes this thesis can be practicable to all of people.

Medan, August 06th 2019

Sapril Siregar
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CHAPTER I

INTRODUCTION

A. **Background of the Study**

Language is a uniquely human. No other animal has the ability to communicate with anything like the complexity that human do. The size and complexity of the brain is also a major distinguishing feature of human beings.[1] Language cannot be separated from human lives because it takes almost all the part of human live, one of the languages which are often use in communication globally is English. The English language is officially big business.[2] There could be as many as a billion students learning English around the world, it is a very interesting and useful language that have many advantages from knowing it.

English as a foreign language in Indonesia was taught from the primary school up to university level. Despite the fact, some students in Indonesia do not aware that English is an important subject should be learned and they were not interesting in English because they taught that English is hard to learn.

One of the importance aspects in learning any language is mastering vocabulary, if the foreigners learn a new language without mastering vocabulary of the language they will be difficult to understand that language.

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[1] Mojtaba Eghlidi, *et. al*, *Psycholinguistic Perspectives and Contribution of ELL and ELT*, Journal of Applied Linguistic and Language Research, ISSN 2376-760X / Volume 4, ISSUE 7 : 317-335, (2017), p. 317

[2] Michelle Maxom, *Teaching English as a Foreign Language for Dummies* (England: Jhon Willey & Sons, Ltd, 2009) p. 1

Vocabulary is the basic competence that must be reached by students in order to get other competences such as reading, writing, speaking, and listening. In order to communicate well, the students need to have adequate vocabulary. It is difficult to master the other competences without mastering and understanding the vocabulary well. In learning English the students should know about vocabularies, because by knowing the words, they will try how to use it to express their ideas and to communicate.

Realizing the importance of vocabulary in learning teaching, a teacher should be able to create teaching strategies. The aims of using various ways and teaching strategies are to make the learners understand the lesson easily, and so in the teaching learning process they will not get bored.

Based on the writer's experience of practical teaching (PPL) in MTs Al Ittihadiyah Laut Dendang, the writer found that the crucial factor that makes students reluctant to learn English is their vocabulary weakness. When the writer explained the materials in English, the students only kept quiet, they did not give any responds. But, when the writer explained the material in Bahasa, the student was interested and there was a communicative learning process. And also in doing the assignment, the students would not anything when the writer told the instruction in English, but when the writer told the instruction in Bahasa, they did the assignment. The students even were not familiar with daily words such: eat – ate – eaten, find – found – found and others daily words, so the target in learning studying process in a day is seldom to be achieved because the obstruction of the students' weakness in vocabulary mastery.

After having an observation in MTs Al-Ittihadiyah Laut Dendang, the writer got the information from the English teacher that the students were very difficult to learn or memorize new vocabularies and the teaching learning process was less interesting as teacher gave monotonous method or lacking in variety method.

Therefore, the writer interested in trying one method that could be used by teacher to increase their teaching method (in teaching English especially) and it can help the students to increase their vocabulary, it is by using "Duolingo Game". The writer want to see how the influence of Duolingo game if a teacher implemented it in classroom teaching to the students of MTs Al-Ittihadiyah Laut Dendang, it will be aimed to see whether it will help them to improve their vocabulary or not. It is expected to be positive atmosphere in the classroom. It is also can be an alternative way to keep the students vocabulary. Based on the explanation, the writer intends to conduct experimental research entitle: **Improving Students' Vocabulary Mastery Through Duolingo Game at Ninth Grade of MTs Al-Ittihadiyah Laut Dendang.**

B. The Identification of the Study

Based on the background of this study, the problems which are identified as follow:

1. The difficulties in understanding English language because lack of vocabulary.
2. The students get bored in memorizing vocabulary monotonously.
3. The teacher needs a creative way in teaching vocabulary.

C. The Limitations of the Study

The limitation of this study is teaching vocabulary through Duolingo game to improve students' vocabulary mastery at ninth grade MTs Al-Ittihadiyah Laut Dendang.

D. The Formulation of the Study

Based on the background of the research, the researcher tries to get answer of the following question:

1. Can Duolingo game improve the students' ability at mastering vocabulary?

2. How is the students' responds on the use of Duolingo game in teaching English vocabulary?

E. The Aims of the Study

The aims of this research are:

1. To know whether the students' English vocabulary can be improved by using Duolingo.

2. To know the students' responds on the use of Duolingo game in teaching English vocabulary.

F. The Significances of the Study

The results of this research are expected useful for:

1. The English teacher

Based on this research, the writer expected Duolingo games can be one of the media that it will be using by the teachers in terms of teaching English vocabulary and to solve the problem of students difficulties in memorizing

the meaning of vocabulary then it will make the learning process in classroom more interest and active for students especially at the ninth grade students of MTs Al-Ittihadiyah Laut Dendang.

2. The students

For students, this research expected to provide mastering the English lesson by using Duolingo game will make them feel exciting and enjoy when they learn English in classroom or at their home Then, it can solve their problem in understanding the meaning of word in the sentence, because the teachers use the suitable media in teaching them as if it is like something new for them. Therefore, the students can use the Duolingo everywhere and every time because it will help them to memorize vocabulary and they can be used those in daily communication.

3. The reader and the further researcher

This research expected to give a new knowledge of the reader and the further researcher to do the better research of teaching and learning cases, and to solve the students' vocabulary problems by something new, and also the teachers that have the similar problem with this researcher.

CHAPTER II

THEORITICAL REVIEW

A. Theoretical Framework

To conduct the research, theories are the most important things to explain more the concept and term applied in the research. Some terms are used in this study and they need to be theoretically explained.

B. Vocabulary

1. The Definition of Vocabulary

Vocabulary is a fundamental component of language proficiency.[3] Vocabulary knowledge is an essential element of language learning because a limited vocabulary in a second language will impede successful communication. In addition, According to Cameron, vocabulary as one of the knowledge areas in language plays a great role for learners in acquiring a language[4]. It means that vocabulary cannot be separated from the language, it is an important part of language without vocabulary the language cannot be used to maintain all information in language. Students must master vocabulary to develop another aspect in language such as speaking, writing, reading and listening. And the vocabulary should be taught especially for foreign language learning activity, because even the students have mastered

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[3] Liu Yu, *Vocabulary Recognition and Memorization: A Comparison of Two Methods* (Spring: Kristianstad University, 2011), p. 32
[4] Cameron , L. *Teaching Languages to Young Learners* (Cambridge: Cambridge university press, 2001), p. 22

grammatical form without mastering vocabulary they will not be confident to communicate or to speak.

Mastering vocabulary is needed by all language skill, For instance in reading, the students will get difficulties in understanding or comprehending the text which they read if they do not know the meaning of the words in the text. In speaking, they will be hard to communicate in foreign language if they only have few vocabularies. To master a language is not easy if not start with the easiest one and it is impossible to learn a new language without mastering vocabulary.

2. The Importance of Vocabulary

To learn something new, people should know the importance of the things what they want to learn. In this case the importance of learning vocabulary is to help the students in mastering in target language what they learn. Learning language is not only prepared the material of the language but also provides training to students how to use that language, whether written or oral.

The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary. And vocabulary knowledge is often viewed as a critical tool for second language learners, as Nation further describes the relationship between vocabulary knowledge and language use as complement: knowledge of vocabulary enables language use and conversely, language use leads to increase in vocabulary knowledge.

Besides theory from the experts we also do not forget remembering from al Quran to study more about vocabulary, as Allah said in the holy Qur'an in surah Al-A'raaf verses 180 :

وَلِلَّهِ الْأَسْمَاءُ الْحُسْنَىٰ فَادْعُوهُ بِهَا وَذَرُوا الَّذِينَ يُلْحِدُونَ فِي أَسْمَائِهِ مَا كَانُوا يَعْمَلُونَ

"Allah's the fairest name, invoke him by them. And leave the company of those who blaspheme his names, they will be requited what they do".[5]

This surah stated that Allah SWT invite us how to speak well and using it correctly and Allah taught us to leave who speak useless.[6]

From the description above it can be concluded that vocabulary understanding is very important as one means to understand the language of relationship with its context, both the Indonesian and English context or any language.

3. **The kinds of vocabulary**

Hatch and Brown indicate there are two kinds of vocabulary those are:

a. Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing.

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[5] Sehnaz Shaikh and Kausar Khatri, *The Glorius Quran: Word Translation to Facilitate Learning of Quran Arabic*, New Delhi: Alhuda Publication, 2007), p. 173

[6] Zainal Arifin Zakaria, *Tafsir Inspirasi*, (Medan: Duta Azhar, 2012), p. 205

b. Productive Vocabulary

Productive Vocabulary is the words that the learners and understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process. Because the learners can produce the words to express their thoughts to others[7]

4. The Technique in Teaching Vocabulary

Commonly, there are several techniques concerning the teaching of vocabulary, however, there are a few things that have to be remembered by most English teachers if they want to present a new vocabulary, it means that the English teachers want students to remember a new vocabulary. Then, it needs to be learnt, practiced and revised to prevent students from forgetting techniques employed by teachers depend on some factors such as the content, time availability, and its value for the learners.[8]

Here are some techniques of teaching vocabulary as stated by Brewster, Ellis, and Girard:

a) Using illustration and pictures

b) Drawing

c) Using objects

d) Contrast

[7] Mofareh Alqahtani, *The Importance of Vocabulary in Language Learning and How To Be Taught*, International Journal of Teaching and Education, 10.20472 / Volume III, No. 3, (2015), P. 25
[8] Takac, v. and Singloten, D., *Vocabulary Learning Strategies and Foreign Language Acquisition* (Canada: Multilingual Matters Ltd, 2008) p. 26

e) Enumeration

f) Mime, expression and gesture

g) Guessing from context

h) Eliciting[9].

C. Game

Educational games are very important in the classroom, no matter what the age of the students. Because the main focus of using games in class is to help the students learn and have fun. While playing, the students can be relaxed, exercise, and tease their friend. Apart from having fun, the students learn at the same time, they acquire a new vocabulary along with its spelling and pronunciation. The students begin to realize that they have to speak or pronounce the words clearly if they want others to understand what they are saying.

As one of the most enjoyable way of learning a foreign language, online games (Duolingo) can be used while teaching vocabulary. According to Korkmaz enlists several advantages of integrating games in learning vocabulary:

1) Games are useful because they encourage learners to make an effort and sustain their interest and work when learning a language.

2) Games help learners experience language with several opportunities to negotiate meaning rather than only study it, which enables them to develop

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[9] Mofareh Alqahtani, *op. cit*., p. 26

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language skills more rapidly when compared to the students who do not play games.

3) Learners learn English subjects better through games and learners absorb the language better if language items are used repeatedly within games.

4) Games are useful ways of eliciting social interaction, particularly icebreakers and warmers games help learners be creative, risk-takers, thoughtful, communicative and happy to work together with other learners.

5) Games can increase motivation of the learners.[10]

D. Duolingo Game

Duolingo is the world's largest online language learning platform.[11] It was created by Luis Von Ahn, PhD, And Severin Hacker, PhD.In November 2012. Its slogan is "free language education for the world". Duolingo has organically become the most popular way to learn languages online in only a few years.

It has various and up to date techniques in learning language especially on vocabulary, it can make the students easier to understand and memorize the words, make them interest, enjoy, and happy in learning because it provided gamitation in learning process.

Doulingo is being as a future in learning language. It can easily access and provides a lot of language, Soit so helpful to those who want to learn a new language. Duolingo has a lot of features which can help the learners easily in

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[10] Ozlem Utku and Amrah Dolgunsoz, *Teaching EFL Vocabulary to Young Digital Natives*, International Online Journal of Education and Teaching, Volume 5 (1) : 115-130, (2018), p. 116

[11] Vasselinov, R., and Grego, J. *Duolingo Effectiveness Study* (USA: City university of new York, 2012), p. 2

learning language, such as list words every day, discussion with other users so the learners can share with each other, and more immersion for more advanced learners.

In Duolingo guide book stated that Duolingo has many languages which language learners can choose the language what we want learn such as English, Arabic, Spanish, French, Dutch, and other languages.[12] It also have educator from that the users can exchange lessons ideas and experiences with each other such as teacher or student to make them easier in learning. It can measure students' achievement and dedication with perfect ways. It provides data such as point earned, of course overview tree, the streak, and the time spent.

The techniques which Duolingo provides in learning are so various and comfortable for beginner who learn a new language from the basic. It is so easy to use because the procedures for the use are simple. It is because the target of Duolingo can be used for all ages such as children, teenagers, parents and others. Munday stated that Duolingo is preferred than regular assignment and media because of the convenience it provides, it is based on his research.[13] It is mean that Duolingo is easy to use and more interesting so it will be comfortable to be one of the media that we use in teaching in classroom. Grego and vasselinov (2012), they did a research which is see the effectiveness of Duolingo in learning language. Their research showed that the students are satisfied in learning language with Duolingo and they enjoyed to learn with it.

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[12]https://Duolingodata.s3Amazonaws.coms3_Schools_Active_Duolingo_for_School_Guide.pdf, Accessed on 22/01/2016

[13]Munday, P. *The Case for Using Duolingo as Part of the Language Classroom Experience/Duolingo Com Parte Del Curriculum De Las Clases De Lengua Extranjera. RevistaIbero americana De Educación A Distancia*, (2016), p. 96

1. The Purpose of Duolingo

Mastering vocabulary is important to who is still beginner in learning a language, especially for foreign language learners. If they are lack of vocabulary, they will be hard to understand what they read or listen because for beginner to understand the sentence is not easy. That is why vocabulary strongly important to understand a language. Teacher must know the exciting technique to present the vocabulary to the students

The purpose of Duolingo is the user can understand a language and they can use it. In the part of what it provides in learning, the users will know if Duolingo focus on mastering vocabulary. Based on it, Duolingo can be a medium for students to improve their vocabulary and teachers use it in classroom in teaching to help their students in mastering vocabulary, one idea of using Duolingo is it may help students master new vocabulary through game so they will not be bored in learning, and one game particular that can be played for this purpose is Duolingo.

2. Advantages of Duolingo

There are several advantages of Duolingo as medium of learning in classroom. The Advantages include:

a. Duolingo is a language learning media which can be used to increase levels of active learners in teaching learning process. It can be because Duolingo incorporates some aspect in learning with it. It can motivate and engage learners in learning with Duolingo. The material which

learning for game usually difficult to forget, it can be caused the learners enjoy in learning.

b. Duolingo can create a homework so besides learning in classroom, Duolingo also can support to make students practice to improve their vocabulary with Duolingo at their home, based on research which done by munday. shows that if the all students 84.8% agreed if homework with Duolingo better that other types of homework

c. Duolingo can be accessed anywhere and everywhere, so teachers are not difficult to implement it in indoor learning or outdoor learning. It is a media learning language as well which allows the learners to learn wherever they have internet connection and whenever they feel like it.

3. Disadvantages of Duolingo

Every Media for learning definitely have positive and negative side according to situation and condition of learning. There are some disadvantages of using Duolingoas media in learning vocabulary:

a. Duolingo is an online media learning, so it is hard to implement in classroom if there is not internet connection.

b. If a teacher wants to use Duolingo in the classroom, they must use projector. It will make students more active and they will participate in learning teaching process.

c. It needs more preparation for the teacher for time allocation and tools if it does in regular classroom, such as time, projector, loudspeaker, and notebook.

d. In terms of grammar, Duolingo does not offer any explanation whatsoever on grammatical use, for language learners, grammar is an essential part of language learning and there are not direct grammar lesson, there should be a way to incorporate it along with vocabulary.

4. The Procedure of Learning Vocabulary by Duolingo

The core teaching in Duolingo games is extremely clear. The exercises are solid and replicate some of the typical drills. Exercises build on one another so that the learners are introduced to words and concepts at the right point in the program. There are five types of activities that Duolingo employs in learning, such as:

a. The first exercise which Duolingo give is a selecting picture exercises for vocabulary where the learners are ordered to select the right meaning of pictures or vice versa.

b. Next exercise is translating the sentence. There is the translation from the learners' native language to the target language and vice versa. There are two kinds the way how to translate the sentences. First, the learners just choose the right translation of the words which provided and they must arrange those into the right sentence. The second, learners must type the right translation based on the sentences.

c. There is also listening exercise where the learners must listen to a sentence being spoken and types in what they heard. It is possible for the learner to slow down the pace of the spoken sentence if they do not

understand all of it and it is also available to be listened to as many times as they learner wishes.

d. A speaking exercise is offered as well, during the which learners have to read out loud a sentence in the language they are learning.

e. The lastly, it has also the exercises fill in the blank. In exercise in the form multiple choices. The learners must choose the right answer among two or three choices.

One of the reasons what kept language learners going with Duolingo is learning language with it is like playing a game. And we can take the advantage of the sophisticated technology as media learning because one of the benefits of technology as language learning is can make the learners faster, easier, less painful, and more engaging to study the language.[14]

There are a few notable aspects Duolingo that make its exercises greats. One is that small typos are tolerated. If the learners accidentally misspell a word, within reason, the exercises might still be marked correct. Tough Duolingo will point out the typo, if the learners made a small typo, Duolingo will mark it wrong regardless. The learners can know the fact their answer should have been accepted although their answer not fully right.

The format that presented the message and information which is adapted by Duolingo called drill and practiced. According to Arsyaddrill and practiced give to students the example to increase their ability which it

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[14] Elizabeth Hanson-Smith and Sarah Rilling, *Learning Language Through Technology* (alexandria: Virgina USA, 2006), p. 25

will make them practice directly. The important thing of the concepts is the student will not continue the lesson and practice if they do not understand the lesson.[15]

E. **Related Study.**

There are many studies of Duolingo which have been done (e.g. vasselinov and Grego, 2012, Munday, 2016, Heba Bahjet Essa, Ahmed, 2016).

1) Vasselinov and Grego (2012) Discusses about the motivation for learning a new language take a primary role in the progress of the learners' level in improving their new language. People who are motivated are more likely to follow the program's regulations. The participants had to learn Spanish for two months by depending on Duolingo though some of them were not committed to the program. The findings displayed that the majority of learners developed over time without any external sources or assistance. The result indicate the importance of being determined and having an incentive in order to learn energetically and independently by using online website and apps such as Duolingo.

2) The study which had done by Munday (2016) *"The Case for Using Duolingo as Part of the Language Classroom Experience"* examined the efficiency of Duolingo in corporate with the traditional teaching method, and it was used in Spanish university courses. The purpose of study was not to cram for Spanish learning, but to enhance their learning process by not limiting them to members of hours. At the end, it was shown that

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[15] Arsyad, *Media Pembelajaran* (Jakarta: Raja GrafikaPersada, 2011), p. 95

Spanish learners enjoyed the app, and achieve more than the required levels. However, advanced learners did not show an adequate development in comparison to first-level learners who improved rapidly through the course. Munday (2016) recommended that Duolingo should be used in the classrooms as the learners prefer to have it instead of homework. Furthermore, there are students who kept using Duolingo even after Duolingo at the end of the course (Munday, 2016). The result Demonstrate that Duolingo could be more enjoyable and beneficial for basic level learners than the sophisticated levels.

3) This study also was done by Heba Bahjet Essa Ahmed (2016). It explored on the use of technology in order to promote language learning. Duolingo is one of the modern applications that facilitate acquiring a second language. Hence, the study aims to confirm the hypothesis that Duolingo helps promote acquiring two languages simultaneously for beginners, but it has limitations.

From the previous study findings reviewed, the researcher believed that Duolingo Games can help students, especially who is still beginner in improving their English.

F.   Conceptual Framework

Vocabulary is one of the essentials part in language which are taught for every language learner. Vocabulary is the words used in general, there is no limit of fields or users, general in meaning and use, vocabulary has also the important rules in understanding the language. Where, vocabulary does not

only smallest units of language but it must be with grammatical rule in order to be correct. It will be useless if the learners does not know how to form a new sentence.

One of the best ways in teaching vocabulary is using Duolingo game, because it can make the students faster to memorize many vocabularies. Besides, learning vocabulary through Duolingo game is recommended as an effective and enjoyable way to teach vocabulary.

The application of Duolingo game which is addressed by researcher hope that can help foreign learner to learn a new language and they can learn more than one language there. It designed easily and comfortably, so it does not feel like the user are learning, but rather to have fun – fun with games. Because of that the researcher try to use it classroom activity as media in learning English, to see it will help students in mastering vocabulary.

From the statements above the researcher concludes that Duolingo game in teaching vocabulary especially in English language can improve students' English vocabulary. So, the more teachers use Duolingo games the more vocabulary students will have.

G. The Hypothesis

Hypothesis is proposed in this research has a formula as follow: Through Duolingo Game Can Improve Students' Vocabulary Mastery at Ninth Grade of Mts Al-Ittihadiyah Laut Dendang.

CHAPTER III

RESEARCH METHODOLOGY

A. The Location of Research

This research was conducted in MTs Al-Ittihadiyah Laut Dendang located on Jl. Mesjid No. 21 Laut Dendang Kec. Percut Sei Tuan Kab. Deli Serdang, Sumatera Utara 20371.

B. The Subject of the Study

The subject of this research was the ninth grade student of MTs Al-Ittihadiyah Laut Dendang Academic Year 2018/2019, there are 25 students in this class. The researcher choose this class because the researcher presumed that those students in the class need improvement of their vocabulary ability.

C. The Method of The Research

The method used in this research is classroom action research (CAR) that used observation data on the process of teaching learning in the classroom. According to Carmen action research is a reflective process that aims to solve a particular teaching learning problem that has been identified.[16] It means that before implementing the classroom action research, the researcher needs to identify any problems real found in the classroom before implementing the CAR. The fundamental purpose of action research is to systematically

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[16]Anne Burns, *Doing Action Research in English Language Teaching* (New York: Madison Ave, 2010), p. 5

investigate one's own teaching/learning facilitation practice with the dual aim

of modifying practice and contributing to theoretical knowledge.[17]

Menurut Masnur Muslich di dalam bukunya yang berjudul "melaksanakan PTK itu Mudah" Karakteristik PTK apabila dijabarkan sebagai berikut :

1) *Masalah PTK itu berasal dari guru*

   PTK harus di ilhami oleh permasalahan praktis yang dihayati oleh guru sebagai selaku pembelajaran di kelas, guru merasakan ada masalah di kelasnya ketika dia mengajar dan guru harus berusaha untuk mengatasi masalah tersebut.

2) *Tujuan PTK adalah memperbaiki pembelajaran*

   Dengan PTK, guru akan berupaya untuk memperbaiki praktik pembelajaran agar menjadi lebih efektif. Oleh karena itu guru tidak boleh mengorbankan proses pembelajaran karna melakukan PTK

3) *PTK adalah penilitian yang bersifat kolaboratif*

   Guru tidak harus sendirian dalam upaya memperbaiki praktik pembelajaran di kelas. Namun, dapat dilaksanakan dengan cara berkolaborasi dengan dosen LPTK maupun dengan teman sejawat

4) *PTK adalah jenis penelitian yang memunculkan adanya tindakan tertentu untuk memperbaiki proses belajar mengajar di kelas*

5) *PTK dapat menjembatani kesenjangan antara teori Dan praktik pendidikan.[18]*

(According to Masnur Muslich in his book entitled "*Melaksanakan PTK*

itu Mudah" he characterizes that CAR if it is described as follows:

[17]Lin S. Norton, *Action Research in Teaching and Learning*: A Practical Guide to Conducting Pedagogical Research in Universities (Routledge, 2009) p. 1

[18]Masnur Muslich, *Melaksanakan PTK itu Mudah* (Jakarta: PT Bumi Aksara, 2013) p. 14

1) CAR problems come from the teacher

CAR must be inspired by practical problems that are experienced by the teacher as learning in the classroom, the teacher feels there are problems in his class when he teaches and the teacher must try to overcome the problem.

2) The purpose of CAR is to improve learning

With CAR, teachers will strive to improve learning practices to be more effective. Therefore teachers cannot sacrifice the learning process because they do CAR.

3) CAR is collaborative research

Teachers do not have to be alone in an effort to improve the practice of classroom learning. However, it can be done by collaborating with LPTK lecturers and with colleagues

4) CAR is a type of research that raises certain actions to improve the learning process in the classroom

5) CAR can bridge the gap between education theory and practice.)

Knowing the characteristics about classroom action research it means that the teacher or the researcher can make the student more actively and effectively for the learning and it can be implemented when the teacher want to teach so that with the CAR the teacher have creative ways to teach in the class.

Menurut Wina Sanjaya didalam bukunya yang berjudul "Penelitian Tindakan Kelas" Banyak sekali manfaat PTK sesuai dengan tujuan dan karakteristik seperti yang sudah dijelaskan sebagai berikut:

1) Manfaat untuk guru

PTK dapat meningkatkan kualitas kinerja guru dalam pembelajaran yang menjadi tanggungjawab nya

2) Manfaat untuk siswa

PTK dapat menciptakan suasana baru yang dapat meningkatkan gairah belajar siswa

3) Untuk sekolah

Guru-guru yang kreatif dan inovatif akan selalu berupaya meningkatkan hasil belajar siswa ,secara langsung akan membantu sekolah yang bertanggungjawab dalam penyelenggraan pendidikan untuk mendidik siswanya

4) Untuk perkembangan teori pendidikan

PTK dapat menjembatani antara teori dan praktik.Teori sebagai hasil belajar proses berfikir deduktif dan induktif, penuh dengan pembahasan abstrak yang tidak semua orang dapat memahaminya sehingga sulit untuk dipraktikkan oleh para praktisi di lapangan.[19]

(According to Wina Sanjaya in his book "Penilitian Tindakan Kelas"

There are so many benefits of CAR according to the objectives and

characteristics as described below:

1) For teachers

CAR can improve the quality of teacher performance in learning that is its

responsibility

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[19]Wina Sanjaya, *Penilitian Tindakan Kelas*, (Jakarta: PT Fajar Interpratama Mandiri, 2009) p. 36

2) For Students

   CAR can create a new atmosphere that can enhance student learning

   passion.

3) For School

   Creative and innovative teachers will always strive to improve students'

   learning outcome, will directly help schools that are responsible for

   implementing education to educate their students

4) For the development of educational theory

   CAR can bridge between theory and practice. Theory as a result of learning

   deductive and inductive thinking process, is full of abstract discussions that

   not everyone can understand so that it is difficult to be practiced by

   practitioners in the field.)

After we know about the way implementation of CAR and benefits of CAR we can make a conclusion that the strategy of teaching is depend on the reflection done by the researcher and the collaborator to solve the problem which appears in the classroom activity.

The researcher uses classroom action research designed by Kemmis and McTaggart model that consists of four steps namely, planning, acting, observing, and reflecting. Improvement the problem in this research is brought about by the series of cycle. The figure is bellow:
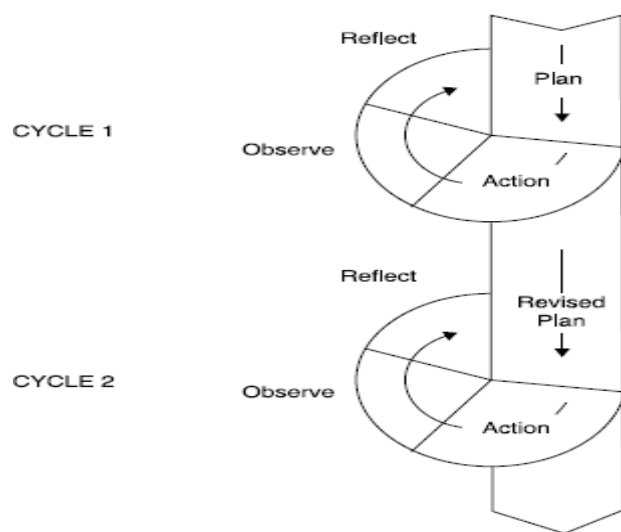
Figure: Action Research Spiral, Model from Kemmis and Taggart (1988)[20]

The procedures of research are performs by administrating two cycles. Each cycle contain four steps which are planning, action, observation, and reflection. Before the cycle I begun, orientation test is administrated to identify the basic knowledge of the students about vocabulary mastery.

D. The Procedures of Data Collection

The researcher would take two cycles in this research, every cycles consists of two meetings. After the first cycle is done, the second cycle follows the first cycle and hope it can improve the activities of the first cycle. The designs of activities that will be done by researcher according Kemmis and Mc Taggart, as follows:

a. Planning

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[20]Richiati Wiriaatmadja, *Metode Penelitian Tindakan Kelas,* Untuk Meningkatkan Kinerja Guru dan Dosen, (Bandung: Remaja Rosda karya, 2006), p. 66

In this stage, the researcher needs to prepare instrument which is support in learning process, they are:

1) Formulate the purpose of learning, making lesson plan, and designing the steps in class action.

2) Preparing the material, such as relevant pictures and objects.

3) Preparing the instrument of collecting data such as diary notes, observation, and interview sheets.

4) Preparing pre testto measure students' vocabulary.

5) Preparing camera to take photos the situation of the class.

b. Action

Tingkatan Action ini adalah realisasi dari tindakan yang sudah direncanakan sebelumnya, seperti strategi apa yang digunakan, materi apa yang digunakan dan lain-lain.[21]

(The action phase in the principle is a realization from an act which has been planned before such as what the strategy used, what the material will be taught and others.)

In this step, the students will be taught how to comprehend vocabulary mastery by using Duolingo Game to improve their vocabulary mastery and the researcher would implement action research and do some actions, they are:

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[21]Wijaya Kusumah and Dedi Dwitagama, *Mengenal Penelitian Tindakan Kelas*, (Jakarta: PT Indeks, 2009), p. 39

1) Teacher said greeting to all students in the class, pray together, and check the students' attendance list before start to the main activity.

2) Teacher explain the material (Duolingo game)that will be used in every cycle as a technique to improve students' vocabulary.

3) The teacher determines the rules of the class when teaching and learning process are running.

4) The teacher gives the students vocabulary related to the lesson.

5) The teacher divided into some groups and asked them to sit based on their group that had divided. he showed some picture for example picture of animals with Duolingo and asked the students to identify the meaning, the right spelling and characteristic of those animals.

6) Opening session to the students to ask any difficulties or problems.

7) Asking the students some questions orally and giving post test.

c. Observation

   Observation is the next step to monitor and watch closely teaching and learning process and collect the data from result of action. The researcher prepared the observation paper to know class condition when the action done, then the researcher and the collaborator (English teacher) discussed about the result of observation, what the problem were faced when teaching and learning process and looked for good solution to solve the problem. In this phase, the researcher observed and took notes during teaching and learning process.

d. Reflection

This phase is aimed to reflect or evaluation from three phases before, it is done based on data that have been collected to hold evaluation for completing the next cycle. Thus, the reflection is able to be determined after implementing the action and observation outcomes. If there still might have found some problems, it needs to move to the next cycle until it solve.

E.   The Instrument of Collecting Data

The researcher collects data are as follows:

1) Test instrument

The test instrument is important role to collect data. In this research, there are two kinds of test, they are pre test and post test. The researcher uses test in order to measure the students" mastery in vocabulary.

Pre test is used to know how far students' competence before utilize Duolingo game. Then, post test is used to see how far the students' competence after using Duolingo game. In this research, the test was conducted in form of matching pictures with a word, translate the sentences from the learner's native language to target language and vice versa and gap filling.

2) Observation

The researcher would do observation in class with classroom action research. The researcher not only observe just one time, but also in every meeting. The function of observation is to know how far the action that they achieved. This method also uses in finding concrete data easily and directly.

3) Interview Sheet

The researcher interviews the English teacher and the students to get some information related to the teaching and learning process. Interview sheet is used to know the feeling, problem and conditions in English teaching and learning process. The researcher interviews the teacher and the students in the first meeting and in the last meeting. The questions are about their opinion during learning vocabulary by using Duolingo game and their ability in mastering English.

4) Diary note.

The researcher would use field note that it uses to show how the description about the students in the real condition in learning process.

5) Documentation

The researcher would record visual data about learningprocess or result of learning in the class. So, the researcher knows about the learning activity of the students in the class.

F.   **The Technique of Data Analysis**

This research will use quantitative and qualitative data, The writer gave a test to students before and after implementing the Duolingo to get the data of quantitative. In this case, the researcher gives vocabulary test for each cycle. There are pre-test and post-test. These test are used to know how well student's score as a whole on vocabulary which it has taught and given by researcher, The test was scored by using score rank from 0-100 by counting the correct answer and applying the below formula:

$$S = \frac{R}{N} X100$$

Where:

S = score of the test

R = the number of correct answer

N = the number of the question

To categorize the students who got up to 75 is calculated by applying the following formula[22]:

$$P = \frac{R}{T} X100\%$$

Where:

P = the percentage of students who get the point up to 75

R = the number of students who get the point up to 75

T = the total number of the students who did the test.

To know the mean of the students' score for each cycle, the mean of student's score are calculated in order to know the categories of student's ability. The N-Gain Score is a standard score in the form of a person's score from the mean of the group by pretest, post test design in the Standard Deviation unit[23] the researcher applied the below formula:

$$X = \frac{\sum x}{N}$$

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[22] Norman E. Gronlund, *Construction Achievement Test*, new York: Prentice Hall, 1982), P. 102.
[23] https://www.spssindonesia.com/2019/04/Cara-Menghitung-N-Gain-Score-spss.html?m=1

Where:

X= the mean of students' score

$\sum$x = the total score

N = the number of the students

This is an action research. It is the qualitative data that is used to describe the situation during the teaching process and the quantitative data is used to analyze the score of the students test. The qualitative data is studied from the observation sheet and the quantitative data is comprehended by the score of vocabulary test.

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDING

A. Data Analysis

The data was analyzed by quantitative and qualitative data. The quantitative data were taken from the mean of the students' score in taking vocabulary test. The qualitative data were taken from interview, observation sheet, diary note, and photography evidence. This research was conducted in one class of MTs Al Ittihadiyah laut dendang that class IX with 25 students. This research was accomplished in two cycles, while every cycle consisted of four steps (planning, acting, observing, and reflecting). The first cycle conducted in four meetings include pre-test. The second cycle was conducted in three meetings.

1. The Quantitative Data

The quantitative data were taken from the result of some competence tests during the research which was conducted in three meetings. The tests given are relevant with the topic taught and discussed in the classroom in every cycle. The pre-test was given in the first meeting. Then, the other tests were given in the end of cycle.

Before the researcher applied Duolingo Game can be seen in the learning outcomes of students at class IX MTs Al Ittihadiyah Laut Dendang in the pre-test is still low because there were 2 students out of 25 of the students who passed the grade. The determined grade from the school was 75. The results

of the students test in every cycle can be seen in the Appendix. The researcher gave them 20 items vocabulary test for each cycle in the end of the topic after discussing the material. According to the students score in every cycle, it was found that the students' score kept improving since the first until the last meeting.

It can be found from the students' score in the pre test, post-test in cycle I, and also post-test in cycle II. The students' score in post test I was higher than the pre test and the students' score in post-test II was higher than the post test I. The result of the students test can be seen on (**Appendix VIII table 4.1**)

The **table 4.1** showed that the total of students score increased from pre-test until post-test II. It could be seen from the mean of the score from pre-test, post-test of cycle I and post-test of cycle II that increase. It means that there was an improvement of students' vocabulary mastery by using Duolingo Game. And the data analysis for each test can be seen on **Appendix VIII.**

The students' score in Pre-test can be seen **on table 4.2.** From the table of the Pre-test above, the students who get success the test were 2 students, and the students who did not get success the test were 23 students, in addition, the total score of the students was 1.515 And the number of students who took the test was 25 students. To find out the mean in this test, the researcher applied the following formula:

$$X = \frac{\sum x}{N}$$

Where:

X = the mean of students' score

$\sum x$ = the total score

N = the number of the students

So, the mean of the students' score was $X = \dfrac{1.515}{25} = \textbf{60.6}$

From the analysis above, the students' vocabulary mastery were very low. The mean of the students score was 60.6 The percentage of students who got success in vocabulary mastery was calculated by applying the following formula:

$$P = \frac{R}{T} X100\%$$

Where:

P = the percentage of students who get the point up to 75

R = the number of students who get the point up to 75

T = the total number of the students who did the test.

$P1 = \dfrac{2}{25}$ x 100% = 8

$P2 = \dfrac{23}{25}$ x 100% = 92

From the analysis above, the students' vocabulary mastery was low. The students who got success the test were 2 students or it was 8% on the other hand, 23 students who got unsuccessful in the test or it was 92% It can be concluded that the students' vocabulary mastery in the pre-test was low.

The students' score in **Post-test cycle I** can be seen on **Appendix VIII table 4.4.** From the table of post-test in the cycle I above, the total score of the students was 1.955 and the number of students who took the test was 25 students. The mean of the students' score in this post-test of cycle I was:

$$X = \frac{\sum x}{N}$$

So the mean of the students' score was X $\frac{1.955}{25} = 78.2$

From the analysis, the students' vocabulary mastery got increase. It could be seen from the mean score of the test was 78.2 it included fair level, the percentage of students who got success in vocabulary test was calculated by applying the following formula:

$$P = \frac{R}{T} X100\%$$

$$P1 = \frac{16}{25} X\ 100\% = 64\%$$

$$P2 = \frac{9}{25} x\ 100 = 36\%$$

From the table analysis, it showed that the students' vocabulary mastery got increasing. The mean of the students' score was 78.2. The students who got 75 and above were 16 students or it was 64%. And 9 students who got

score below 75 or it was 36%. It could be concluded that the students' vocabulary mastery was getting better than in the pre-test. But the students achievement in the post-test of cycle I was seen unsuccessful. Because the percentage of the students' score only 64%. The researcher wished the percentage of students passed the test was 75% or even higher. Hence, the researcher decided to continue the research to the cycle II.

The Students' Score **in Post-test Cycle II** can be seen **on Appendix VIII table 4.6.** From the table of score in post-test of cycle II above, the total score of the students was 2.175 and the number of the students' score in this test who completed the test was 25 students. To see the mean of the students' score in this test, the researcher applied the following formula:

$$X = \frac{\sum x}{N}$$

So the mean of the students' score was $X = \dfrac{2.175}{25} = 87$

From data analysis above, it showed that the students was 87 the percentage of students who got success in vocabulary test cycle II was calculated by applying the formula:

$P = \dfrac{R}{T} X100\%$

$P1 = \dfrac{25}{25}$ x 100% = 100%

$P2 = \dfrac{0}{25}$ x 100% = 0%

From the percentage, The students vocabulary mastery was determined on very good level. The students' score showed improvement in every cycle.

To analyze the improvement of the students' score, it can be seen from the number of students who passed the grade in the test. It can be seen by using formula, as follow:

$$P = \frac{R}{T} X 100\%$$

Where:

P = the percentage of students who get the point up to 75

R = the number of students who get the point up to 75

T = the total number of the students who did the test

The percentage of the increasing of students' vocabulary mastery could be seen as follow:

1. $P = \frac{2}{25}$ x 100% = 8%

2. $P = \frac{16}{25}$ X 100% = 64%

3. $P = \frac{25}{25}$ x 100% = 100%

The result showed the improvement of the students' score from the pre-test to the post-test I and the post-test II. In the pre-test, the students who got the score 75 and above were 2 students of 25 students (8%). in the post-test cycle I the students who got the score 75 and above were 16 students of 25 students (64%). in the post test cycle II the students who got the score 75 and above were 25 students of 25 students (100%).

2. The Qualitative Data

The qualitative data were analyzed from the observation sheet, interview, diary notes and documentations.

2.1 Observation sheet

The observer observed the researcher, the students, situations, conditions, and the problems found during the teaching-learning process in every meeting. This was an alternative to gather information about teacher behavior, students' attitude, the class participation, the interaction between the teacher and the students and the teaching learning climate while the research conducted, from the observation, the observer noted that the students were active, enthusiastic and excited in learning vocabulary by using Duolingo Game. The complete information about the observation sheet can be seen in appendix.

2.2 Interview

The researcher asks the teacher to know students' difficulties in mastering vocabulary and students condition during English class. The first interview was done before conducting the first cycle. The researcher

interviewed the English teacher and the students to get information related to the teaching and learning process. The interview was also done after implementing the technique.

Based on the students and teacher's answer in interview, it showed that there were differences notion before and after the implementation of the technique. The teacher argued that the teaching and learning process were more active. The students also demonstrated their enjoymentand activity when learning vocabulary through Duolingo Game. The complete information about the interview can be seen in appendix.

2.3 Diary Notes

This is a way to write about classroom events, the teaching method, and the students attitude during the class, the diary notes depicted that the students felt excited and enthusiastic to get the vocabularies by using Duolingo Game. However, the diary notes also showed that the students were very noisy during the activities. From the first meeting until the last, the students showed their curiosity at the materials given. The researcher have typed the diary notes and it can be seen completely in appendix.

2.4 Documentation

Photography is one of evidences of students and teacher activities in the class. It captured every activities which conceived important. The photography was captured during the teacher taught the students, when students did the vocabulary test and while researcher did the interview . it can be seen from the photos that the students involves actively and enthusiastically

during the teaching and learning process. These shoots can also be seen in the appendix.

3. The Activities in Cycle I

This research was accomplished in two cycles. Each cycle consisted of four steps of action research (planning, acting, observing and reflecting). The first cycle including the pre test was conducted in three meetings altogether.

1. Planning

From the preliminary study, the plan was arranged before researcher conducting the research. Researcher created two meetings lesson plan that will be used in teaching. The topic discussed was vocabulary which was noun about the name of animals. The planning were:

a. Make a lesson plan which contained steps in learning activities that used Duolingo Game as media to improve students' vocabulary

b. Prepare a learning materials that supported the implementation of learning process in the form of games, books, and pictures related to the material

c. Make the exercise as the instrument of collecting data of Duolingo Game.

2. Action

Researcher brought the action learning activities based on lesson plan that had been made to improve the result of English learning by applying Duolingo Game. Implementation of the action on the first cycle consisted of two meetings with 2 x 45 minutes each meeting. The teaching process began with greeting and apperception to gain students motivation and attention. Then, the teacher explained the material about how to use the application of Duolingo Game .

These were the procedures in playing Duolingo Game: (1) after grouping, The teacher started from showing to the students to see the picture of animal by using Duolingo, (2) give the students time about 3 to 4 minutes to analyze the pictures, (3) then the students were asked to identify those animals and their meaning. The observer also asked to students to try to spell the name of those animals and identify the characteristic of the animals that was showed by Duolingo, (5) and also divided class into some groups to play the game.

After some times, the learning process finished and the teacher concluded the materials together with the students to know how deep students understand about the lesson.

3. Observation

The researcher observed the situations and conditions happened during the teaching-learning process and the students' performance while receiving the material and to know the students attitude during the class. In addition, the researcher also taken notes to every moment that

happened in the class and put that notes in diary note. The diary notes have been typed by the researcher and can be seen in the appendix.

Most of the students participated enthusiastically during teaching-learning process, when they asked to write how many vocabulary they remembered, they helped each other to fill the test, however, based on the achievement test given at the first cycle, it showed that there were only 16 out of 25 students who passed the test, while 9 others students are not successful. It meant it was not to satisfy the classical mastery learning. To see the students result in the test of cycle I can be seen in the appendix.

4. Reflection

Based on the result of the test in the cycle I and the observation, the action to increase more the score was needed, it can be seen by what has been successfully done and what has not been successfully done at those activities, from the observation sheet in can be seen that:

1. Teacher has not been able to manage the students' attention during learning process in this cycle 1

2. Some of the students are still confused because the lack of the teacher in asking the question related to the topic

3. The students seem not really understand about the material because asking and question session didn't run well

While seeing at the result obtained from the first cycle, it showed the expected result has not been achieved. To come up the weakness in the first cycle was planned as follow:

1. Researcher should improve the management of the class and activity to attack students attention

2. Researcher must be more active in guiding the students to ask question during class

Researcher served the proper time to have question and asking session about the game and material given.

4. The Activities in Cycle II

This is the second cycle of the research. These activities consisted of four steps of action research (planning, acting, observing and reflecting), it was expected that the second cycle in this research will come up the problem and get better than the first cycle. In this cycle, researcher gave more motivation and support to their learning process. The explanation about the lesson was given as clear as possible as it has been designed as follow:

1. Planning

The researcher prepared the lesson plan and served the explanation needed by the students in the class, in this phase, the material provided was more interactive. The explanation just about the meaning of the vocabulary that supposed to be mastered by the students. The goal is to make the students know and memorize the vocabulary given. The researcher also will create more supportive and challenging class.

2. Action

The researcher explained about the use of Duolingo game, such as select the right answer based on the picture and matching pictures based on the translation appeared, these made students more enjoyable in the class. They understand the things and also the names in English. So, They happy and easy to increase their vocabulary.

Additionally, the researcher also did the Duolingo Game which made the class more active and enthusiastic. At that way, the students will be easier to accept the vocabulary, so it will be long lasting memorization for the students, at the end of the meeting on the second cycle, the researcher gave the test to know the students improvement about the lesson. The result of the text in cycle II can be seen in appendix.

3. Observation

The activities of the students and the teacher were observed. It showed that most of the students did well in discussing the words with their friends. In the process of discussion the students began to understand and comprehend their work, thus the activity of students had already started to rise. To see the observation sheet it can be seen in the appendix.

4. Reflection

After checking the result of the test and observation, it was found that the students' score increased dramatically, based on

the observation researcher concluded that the students can improve their vocabulary mastery by using Duolingo Game. The score in the second cycle improved than in the first cycle..

B. Research Finding

The result from the qualitative and quantitative data showed that the improvement of students' vocabulary mastery were attained it was denoted by the students' test score. The mean of the first cycle was 78.2 which is good enough. The mean of the test in the second cycle was 87. This indicated that the result and the mean in the second cycle were much better than the first cycle.

The percentage of students who passed the grade which is 75 and above also increased. In the pre-test, the students who got the score 75 and above were 2 students of 25 students (8%). in the post-test cycle I the students who got the score 75 and above were 16 students of 25 students (64%). in the post test cycle II the students who got the score 75 and above were 25 students of 25 students (100%). The increasing percentage from the pre-test to the post-test of cycle I was 60.6% and the increasing percentage from the post-test of cycle I to the post-test of cycle II was 24.25%. for the total increasing of the students score from pre-test to post test in cycle II was 100%. It indicated that the vocabulary mastery improved from the first meeting to the last meeting.

The qualitative data were taken from the observation sheet, interview, diary notes and also the photography. Using the data, researcher concluded that the students felt interesting to study vocabulary by using Duolingo Game. The

changes of response and behavior indicated the improvement in teaching and learning process.

Through observation sheet for the students, the improvement showed from the students' attitude such as they paid attention in teaching learning process during class. They also interacted with other students in discussion more often. Even though, the researcher seen the gap at the first meeting. But it decreased along the next teaching learning process. From the interview, students argued that having such that class made them enjoying in learning vocabulary. The diary notes showed the moments in the in the class which getting better day by day. From the photography, it was found that the students were active and tried to do the task given supportively based on their ability.

1. Discussion

This research was conducted to obtain the improvement of the students' vocabulary mastery by using Duolingo Game. Duolingo Game is one of the games that can be used in teaching vocabulary. Based on research done by the researcher, it indicated that Duolingo Game is effective to teach vocabulary. It was supported by the increasing mean score in every cycle which is analyzed by the researcher. The mean of the score at the first cycle was 78.2 and the mean of the score at the second cycle was 87. It was indicated that the score and the mean in the second cycle were better than the first cycle. The percentage of the students who got score 75 and above also increased. In the test of the cycle I, the students who got point 75 and above were 16 of 25 students. Then, in the second

cycle, the students who got point 75 and above were 25 of 25 students. Otherwise, the students were getting better than the first meeting

Based on the qualitative data which was gained from the observation sheet, interview, diary notes, and also documentation, all of these instruments indicated the improvement in teaching learning process. Therefore, the students have given good responses during the class. The result of qualitative and quantitative data showed that the action and the implementation of Duolingo Game improved. The students were active and gave fully attention when the teacher taught the lesson.

Based on the finding, Duolingo Game could improve students' vocabulary mastery. Duolingo Game could also motivate students to involve in language learning, could help students engage in teaching learning process. Despite of the fact that, at the first and second meeting, the researcher found that the students did not pay attention to the teacher seriously, some of them talked each other making noisy. It could not be disowned that the students need more attention from teacher to keep their motivation up. Besides that, their desire to learn vocabulary was still low. So, this must be the teacher duty to find out some sources to make them willing to master the vocabulary.

After some days, the researcher seen the students improvement in the class, when researcher brought the pictures and arranged it, so the students can play by using that picture through Duolingo game. The most important one is the fact that the students enjoyed the class. They gave fully attention to the teacher. They talked each other to finish the game to compete with other groups.

Therefore, Duolingo Game is a good way to teach vocabulary because it serves picture and figure in playing that game, the students could figure the vocabulary out from the pictures. The students also could list the name of the things based on their observation when doing the game. Then, the pictures can be obtained from everywhere in environment easily. Furthermore, the game can be played individually or in group which will create the enjoyable learning atmosphere.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the research finding, it can be concluded that teaching vocabulary through Duolingo Game to improve students vocabulary mastery is very good, students' ability in learning vocabulary is not bad, but the students need more activity and creations in learning vocabulary so their motivation to master vocabulary keep increase. Based on the result of the research, the researcher also found that there was an improvement on students' ability in learning vocabulary after Duolingo Game used. It was proved at the mean of the students' score in every cycle.

B. Suggestion

The result of the study showed that the implementation of Duolingo Game can improve the students vocabulary mastery. Therefore, the following suggestions were offered:

1. For the English teacher, it is useful to use Duolingo Game as one of alternative ways in teaching vocabulary to make variation. Therefore, the students are not bored in learning English particularly in vocabulary.
2. For the other researchers, it is recommended to the other researchers who are interested in the field of vocabulary development to conduct a much in dept study and to develop all data and knowledge about Duolingo Game.

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APPENDIX I

LESSON PLAN (I)

School   : **MTs Al-Ittihadiyah Laut Dendang**

Subject   : **English**

Class   : **IX**

Skill   : **Vocabulary Mastery**

Topic   : **Noun (name of the things)**

Time   : **2 X 45 minutes**

Meeting   : **I**

I.   STANDARD COMPETENCE

Comprehend and express simple instruction and information

II. BASIC COMPETENCE

Knowing the meaning of the words or pictures that will be showed in Duolingo

game

III. INDICATORS

1. Selecting pictures with the right meaning or vice versa.

2. Translating a sentence from English into Indonesia and vice versa.

3. Fill in the blank and choose the right answer.

IV. LEARNING OBJECTIVES

At the end of the learning process, students are able to:

1. The students are able to know the names of the pictures will be showed in Duolingo game.

2. The students are able to translate a sentence from English into Indonesia and vice versa.

3. The students are able to choose the right answer among two or four choices.

V. LEARNING MATERIALS

To play Duolingo game, here some pictures as a guidelines:
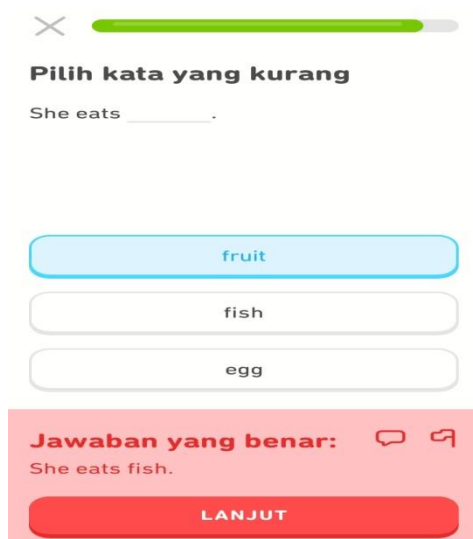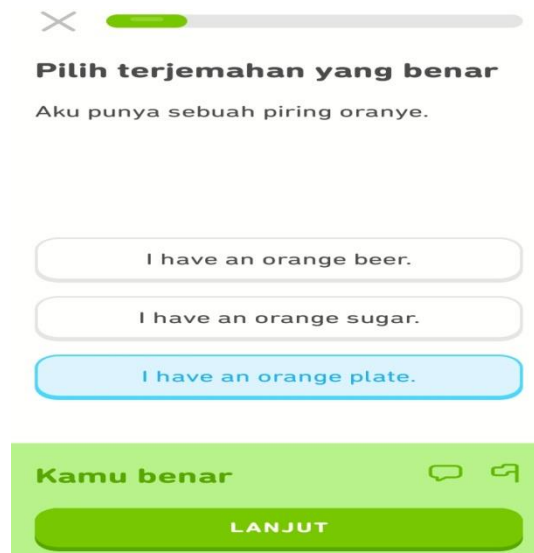
VI. METHOD

Duolingo Game

VII. LEARNING ACTIVITY

1. Opening

— Greetings

— Warming up activities:

- The teacher shows some pictures about noun.

- Ask the students some questions related to the picture in their daily life.

2. Main Activity

— The teacher shows the picture by using Duolingo

— Ask the students to identify the meaning and spelling from the pictures correctly.

— The teacher command to the students to listen some sentences in Duolingo that related with the sentences.

— The teacher invite the students to play the game.

— The teacher invite the students to accomplish some exercises in Duolingo game.

— The teacher gives an opportunity to the students to ask that they did not understand what they have done.

3. Closing

— The teacher concludes the material

— The teacher gives feedback for the students

— The teacher advices the students to remember the lesson

— The teacher gives the test to the students

VIII. RESOURCES

— Android (Duolingo Game Application)

— English Book

— Dictionary

IX. EVALUATION

Vocabulary test: multiple chooses which is consisted of 20 questions evaluation role:

$$S = \frac{R}{N} X\ 100$$

Where:

S = score of the test

R = number of Correct answer

N = number of question

Laut Dendang,   Maret 2019

Known by,

The principal of MTs. Al-Ittihadiyah   English teacher

Endang Sri Kusdiningsih, SP   **Sadarna, AMd**

Researcher

<u>Sapril Siregar</u>
34153081

Appendix II

LESSON PLAN (II)

School   : MTs Al-Ittihadiyah Laut Dendang

Subject   : English

Class   : IX

Skill   : Vocabulary Mastery

Topic   : Name of the Animals, Fruits and Food

Time   : 2 X 45 minutes

Meeting   : II

I.   STANDARD COMPETENCE

Comprehend and express simple instruction and information

II. BASIC COMPETENCE

Knowing the meaning of the words or pictures that will be showed in Duolingo

game

III. INDICATORS

— Matching pictures with the right meaning or vice versa.

— Translate a word and sentence from English into Indonesia and vice versa.

— Fill in the blank and choose the right answer.

— Recognizing and Mention the names of the word will be appeared

IV. LEARNING OBJECTIVES

At the end of the learning process, students are able to:

— The students are able to know the names of the pictures will be showed in

Duolingo game.

— The students are able to translate a word and sentence from English into Indonesia and vice versa.

— The students are able to choose the right answer among two or four choices.

— To Recognize and Mention the names of the word will be appeared.

V. LEARNING MATERIALS
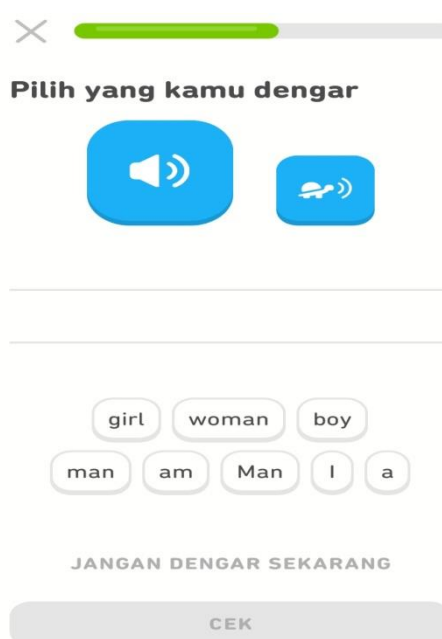
2. Opening

— Greetings

— Warming up activities:

- The teacher shows some pictures about noun.

- Ask the students some questions related to the picture in their daily life.

3. Main Activity

— The teacher shows the picture by using Duolingo

— Ask the students to identify the meaning and spelling from the pictures correctly.

— The teacher command to the students to listen some sentences in Duolingo that related with the sentences.

— The teacher invite the students to play the game.

— The teacher invite the students to accomplish some exercises in Duolingo game.

— The teacher gives an opportunity to the students to ask that they did not understand what they have done.

4. Closing

— The teacher concludes the material

— The teacher gives feedback for the students

— The teacher advices the students to remember the lesson

— The teacher gives the test to the students

VIII. RESOURCES

— Android (Duolingo Game Application)

— English Book

— Dictionary

IX. EVALUATION

Vocabulary test: multiple chooses which is consisted of 20 questions evaluation role, it uses the formula[24]:

$$S = \frac{R}{N} X\ 100$$

Where:

S = score of the test

R = number of Correct answer

N = number of question

Laut Dendang,   Maret 2019

Known by,

The principal of MTs. Al-Ittihadiyah   English teacher

Endang Sri Kusdiningsih, SP   **Sadarna, AMd**

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[24] Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grapindo Persada, 2008), P.43.

Researcher

Sapril Siregar
34153081

APPENDIX III

Pre-test

Choose the correct answer for the following questions!

1. Look at the picture!

What is this?
   a. Bicycle   c. Duck

   b. Kitchen   d. Lion

2. What is this…?

   This is a….
   a. Turtle   c. Fan

   b. Laptop   d. house

3. Look at the picture!

   This is a…….
   a. Shoe   c. whiteboard

   b. Cupboard   d. roof

4. Please, look at the picture!

   This is a…..
   a. Fence   c. grape

   b. Broom   d. slipper

5. What is this?

   This is a…..
   a. Trousers   c. Gas Stove

   b. Refrigerator   d. sock

6. Look at the picture!

What is this….
   a. Napkin   c. pail

   b. Spoon   d. glass

7. What is this?

   This is a….
   a. Mirror   c. window

   b. Table   d. plate

8. Look at the picture!

   What is this…?
   a. Wok   c. key

   b. Water dipper   d. door

9. What is this?

This is a….
   a. Bench   c. blanket

   b. Scissors   d. pillow

10. Look at the picture!

   What is this…..
   a. Toothpaste   c. lamp

   b. Bag   d. box

11. Apakah arti dari kalimat dibawah ini:

   I always pray five times in a day
   a. Kami selalu belajar di sekolah   c. saya suka membaca buku

   b. Ibu memasak di dapur   d. saya selalu sholat 5 kali dalam sehari

12. The meaning of "**pillow**" in bahasa Indonesia is:

   a. Bantal   c. selimut

   b. Buku   d. kunci

13. Apakah bahasa inggris dari **"hujan"**:

   a. Cool   c. hot

   b. Rain   d. tree

14. Apakah bahasa inggris dari **"sepatu":**

    a. Plate   c. nail

    b. Shoe   d. library

15. Apakah arti dari **"milk":**

    a. Makan   c. Susu

    b. Minum   d. tidur

16. Do you………….. an apple?

17. Sarah, andi, anita …………. My friends

18. The birds use their………… to fly

19. The horse is the most………animal in my farm

20. I sleep in my………….

droom	stest	e	ate
ke	signment	ngs	oe

Appendix IV

Post-test I

1. Look at the picture!

   What is this…..?

   a. Monkey   c. tiger

   b. Rabbit   d. cat

2. What is this…?

   This is a…..

   a. Chair   c. garden

   b. Window   d. table

3. Look at the picture!

   What is this….?

   a. Television   c. towel

   b. Ashtray   d. knife

4. What is this?

   This is a….

   a. School   c. hospital

   b. Tree   d. house

5. Look at the picture!

   What is this….?

   a. Elephant   c. ant

   b. Lion   d. bat
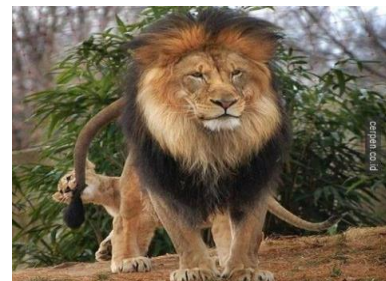
6. What is this?

This is a….

a. Bear   c. bee

b. Bull   d. goat

7. Look at the picture!

   What is this….?

   a. Sun   c. moon

   b. Globe   d. world

8. Pillow, blanket, wardrobe!

   Where we can find these things?

   a. In the living room   c. in the bathroom

   b. In the bedroom   d. in the kitchen

9. What is this?

   This is an…….

   a. Hair   c. ear

   b. Eye   d. nose

10. Look at the picture!

    What is this….

    a. Slipper   c. shoe

    b. Wood   d. water

11. Translate into Indonesia, please!

    Aunt, uncle, grandmother

    a. Ayah, ibu, kakak   c. nenek, paman, teman

    b. Adik, kakak, kakek d. Bibi, paman, nenek

12. Apakah arti dari **"Dictionary"**

    a. Buku   c. perpustakaan

b. Kamus   d. lapangan

13. Bathtub, shower and shampoo.

Where we can find these things?

a. In the dining room c. in the kitchen

b. In the bathroom   d. in the living room

14. Pilihlah kalimat terjemahan yang benar dalam bahasa inggris

I like wine and orange

a. Saya suka semangka dan anggur c. saya suka anggur

b. Saya suka anggur dan jeruk   d. saya suka appel dan anggur

15. What is the meaning of **"knife"**

a. Pisau   c. bantal

b. Piring   d. selimut

16. I have ….. friends

a. Many   c. few

b. Little   d. much

17. Look at the picture!

What is this…

a. Handphone   c. computer

b. Laptop   d. book

18. What is the meaning of **"hand, foot, head"**

a. Rambut, hidung, tangan c. kaki, telinga, mata

b. Tangan, kaki, kepala   d. dahi, mata, tangan

19. What is this…?

a. Eraser   c. blackboard

b. Pencil d. spidol

20. Look at the picture!

What is this?

a. Rice c. milk

b. Cake d. juice

Appendix V

Post-test II

Please, match the pictures with the right meaning!

1. Chicken

2. Tiger

3. Monkey

4. Cat

5. Butterfly

6. Mouse

7. Snake

Terjemahkanlah kalimat ini kedalam bahasa Indonesia

8. I like to eat banana

9. I love my family

10. We will succeed later

Terjemahkanlah kata ini kedalam bahasa inggris

11. Tomat

12. Jeruk

13. Bakso

14. Susu

15. Sabun

Pilihlah jawaban yang benar sesuai dengan gambar!

16. What is this?

    a. Meat ball   c. vegetable

    b. Fried rice   d. soup

17. This is a……?

    a. Bird   c. buffalo

    b. Fish   d. bull

18. Mention 3 the name of things in your class

19. Mention 3 the name of fruits as you know

20. Mention 5 the name of things in your house

Appendix VI

The Key Answer

Pre-test	**Post Test I**
1. A	1. B
2. A	2. A
3. C	3. D
4. C	4. C
5. C	5. B
6. B	6. D
7. D	7. C
8. B	8. B
9. C	9. B
10.A	10. A
11.D	11. D
12.A	12. B
13.B	13. B
14.B	14. B
15.C	15. A
16. Like	16. A
17. Are	17. B
18. Wings	18. B
19. Fastest	19. A
20. Bedroom	20. A

Appendix VII

Post Test II

1. **Number 1-7 (Matching Pictures)**

8. **Saya suka makan pisang**

9. **Aku mencintai keluargaku**

10. **Kita akan sukses nanti**

11. **Tomato**

12. **Orange**

13. **Meatball**

14. **Milk**

15. **Soap**

16. **B**

17. **B**

18. **Eraser, whiteboard, window**

19. **Banana, orange, grape**

20. **Door, window, plate, pillow, blanket.**

Appendix XI

OBSERVATION SHEET

CYCLE I

Observer Name   : Sadarna AMd

Date   : 22th July 2019

Activity Observed   : Students activities

Note   : Give Thick (√) in the category column, where 4 (very

Good), 3 (Good), 2(Enough), 1 (Bad)

No	Points Will be Observed	Category			
		1	2	3	4
1.	All of the students come on time				√
2.	The students pay attention to the teacher explanation			√	
3.	The students interact with other students in the group			√	
4.	The students discuss in their own group				√
5.	The students are interested and enthusiastic in studying Duolingo game				√
6.	The students participate in learning process				√
7.	The students ask the teacher about Duolingo game			√	
8.	The students do the task given				√
9.	The students mark the difficult words			√	
10.	The students ask the feedback after doing the activity related to the topic			√	
	Total			15	20

The formula to measure the teachers' activity in teaching is:

The students' activities $= \dfrac{n}{N}$

n = the sum of the criteria number

N = the sum of total criteria number

So, the score based on that result is below:

N = 15+20 = 35

N= 10

$\dfrac{35}{10} = 3,5$

3,5 = Good

Appendix XII

OBSERVATION SHEET

CYCLE II

Observer Name   : Sadarna AMd

Date   : 25th July 2019

Activity Observed   : Students activities

Note   : Give Thick (√) in the category column, where 4 (very

Good), 3 (Good), 2(Enough), 1 (Bad)

No	Points Will be Observed	Category			
		1	2	3	4
1.	All of the students come on time				√
2.	The students pay attention to the teacher explanation			√	
3.	The students interact with other students in the group				√
4.	The students discuss in their own group				√
5.	The students are interested and enthusiastic in studying Duolingo game				√
6.	The students participate in learning process				√
7.	The students ask the teacher about Duolingo game				√
8.	The students do the task given				√
9.	The students mark the difficult words			√	
10.	The students ask the feedback after doing the activity related to the topic				√
	Total			6	32

The formula to measure the teachers' activity in teaching is:

The students' activities $= \dfrac{n}{N}$

n = the sum of the criteria number

N = the sum of total criteria number

So, the score based on that result is below:

n= 6+32= 38

N= 10

$\dfrac{38}{10} = 3,5$

3,8 = 4

4 = very good

Appendix XVII

DIARY NOTES

1. First Meeting (16st July 2019)

In this meeting, the writer introduced himself to the students and welcomed to them. Then he explained that the writer came to their class is for collecting the data that the writer need for his research. The writer explained about the material that proposed in his thesis was about "Improving Students' vocabulary mastery through Duolingo game cooperative with the writer. After the writer introduced himself to the students, he checked the students' attendance list to know participants and to know who did not come in the classroom that day. Then he started the class by giving a test to each student**.**

2. Second Meeting (18st July 2019)

At the beginning of the class, the writer said greeting to all the students in the class, check the students' attendance list, pray together before start to learn the material and review what have they did last meeting. Then the writer showed to the students to see the picture, for example is the picture of animal by using Duolingo, then the students were asked to identify those animals and their meaning. He also asked to students to try to spell the name of those animals and identify the characteristic of the animals that was showed by Duolingo. and then, he gave a change to students to asked the question, some students asked the aim from what they have done. Then the writer and students concluded what they have learned together.

3. Third Meeting (22ᵗʰ July 2019)

At the beginning of the class, the writer said greeting to all the students in the class, pray together, and check the students' attendance list before start to the main activity. Then, he started to the main activity. The writer divided into four group and asked them to sit based on their group that had divided. he showed some picture of animals with Duolingo and asked the students to identify the meaning, the right spelling and characteristic of those animals. After that, he gave some exercises to students with Duolingo such as; asked them to translated some sentences and also ordered asked them to did some gap-filling exercises, those exercises did based on group. In the end lesson, the writer and students concluded what they have learned together.

4. Fourth Meeting (25ᵗʰ July 2019)

The writer started the class by saying the greeting to all the students in the class, pray together, check the students' attendance list and asking the students about the previous material. The writer showed some picture of animals with Duolingo and asked the students to identify the meaning, the right spelling and characteristic of those animals. he gave some exercises to students with Duolingo such as; listened some sentences, asked them to translated some sentences and also ordered asked them to did some gap-filling exercises, those exercises. In the end of the class, the writer concluded the material and suggested the students to prepare themselves for post-test in next meeting. The writer also said thank to the students for their cooperation.

5. Fifth Meeting (27th July 2019)

In this meeting, the writer said the greeting, pray together, checking the students' attendance list before start classroom activities, asking the students about previous material and review it together. Then he distributed a test to all students and also distributed the questionnaire to collect the data from the students to know the students' attitude toward the implementation of Duolingo in teaching. The students may choose some possible alternative answer that suitable for them in the questionnaire and it would not give effect to their score in English subject.

Appendix XVIII

DOCUMENTATION

The Researcher Re-Explains about Duolingo Game

Students are Doing the Pre-Test