

DUOLINGO MOBILE ASSISTED LANGUAGE LEARNING (MALL) IN LEARNING ENGLISH VOCABULARY

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Abstract

This research aimed to find out the improvement of Students' Vocabulary Mastery Through Duolingo as Mobile Assisted Language Learning (MALL). This study involved 32 seventh-grade students from SMPN 1 Pangkajene during the academic year 2022/2023. Classroom Action Research (CAR) was used to carry out the study. This study's data was analyzed using quantitative data from the Pre-test, Post-test Cycle I, and Post-test Cycle II. This study's findings demonstrated that using Duolingo enhanced students' vocabulary mastery scores. The pre-test mean was 45.1, the post-test mean in the first cycle was 60.5, and the post-test mean in cycle II was 88. The percentage of students who passed the Minimum Mastery Criteria-Kriteria Ketuntasan Minimal (KKM) also increased. The pre-test had 5 students (15.6%). In the first post-test cycle, 10 students (31.25%) out of 32 achieved a score of 75 or above. In post-test cycle II, 28 of 32 students (87.5%) received a score of 75 or above. It is possible to infer that Duolingo Mobile Assisted Language Learning (MALL) has significantly enhanced the students' vocabulary knowledge, as seen by the students' significantly increased scores.

Keywords — Duolingo, Mall, English Vocabulary, Classroom Action Research.

INTRODUCTION

The process of learning English as a foreign language is complicated and impacted by a variety of elements, including the exceptional abilities of teachers and students' techniques and approaches, and media that correspond to their requirements. Vocabulary is a crucial aspect of all languages, and it helps with language learning, improves reading comprehension, and enhances reading comprehension. Thornbury (2002) defines vocabulary as "words or sentences that contain meaning." It is used to convey and comprehend a subject. The speakers will be unable to comprehend the information provided if they do not understand the meaning of the words. This is why vocabulary is essential in language.

Vocabulary, according to Hatch and Brown (1995), is a list of terms from a certain language that its speakers employ. Students must have a large vocabulary in order to communicate successfully. However, many students have limited vocabulary, making it uninteresting and limiting their learning interest. To help students improve their English vocabulary, teachers should provide creative methods and engaging media. Various strategies for assisting students in learning English include enrolling in English courses or extra programs during their spare time or learning on their own. The purpose of English courses or extra lessons is to train and increase students' English competency or ability. The rapid growth of technology in the digital era 4.0 has made education in the digital era 4.0 immensely beneficial for instructors and students. The use of technology in educational environments is widespread, and efforts are being made to raise the level of digital learning available to all users for free via an internet connection.

Mobile Assisted Language Learning (MALL) has extended the accessibility of mobile technology by allowing students to learn a foreign language independently at any time (Reinders & Benson, 2017). This device might also promote and enable Internet service authentication and priority, and students could simulate, imagine, and communicate with scientific systems, processes, and models. Mobile-Assisted Language Learning (MALL) is defined by Kukulska-Hulme (2013) as the use of mobile technology in language learning, particularly where the device's mobility is favorable. This technology has improved and generated a broad selection of goods that can assist students in learning languages. Mobile devices are one of the most prevalent and crucial senses in everyday life, and they can help in the authentication and priority of Internet services, as well as simulate, imagine, and interact with scientific systems, processes, and models. The accessibility of mobile technology has increased MALL, which allows learners to study a foreign language independently at anytime and anywhere. Duolingo is a popular mobile-Assisted Language Learning (MALL) program that allows English language learners to master the subject before moving on to the next level. Duolingo is a popular Mobile-Assisted Language Learning (MALL) program that may be used independently (Settles & Meeder, 2016). Each level has a variety of activities ranging from easy to complex, with each activity containing four English learning skills. Previous research has shown gains in student motivation and engagement in gamified environments. The Duolingo program has been successful in increasing students' vocabulary, improving their writing of simple sentences, and supporting learners in their vocabulary improvement. However, the use of smartphones in teaching English has not been widely used in this school. The study aimed to

evaluate student vocabulary enhancement through gamification in Duolingo as Mobile-Assisted Language Learning (MALL) and understand students' perceptions of its use. The school provided suitable technology amenities, such as Wi-Fi access and smartphone usage for educational purposes. The objective of this study was to determine student vocabulary improvement in Duolingo as Mobile-Assisted Language Learning (MALL) and to learn about students' Duolingo usage views. The research aimed to create a pleasant learning environment and investigate the effects of MALL on English vocabulary mastery. The study entitled "Duolingo Mobile Assisted Language Learning (MALL) in Learning English Vocabulary" was conducted. The research questions were: What are the impacts of adopting Duolingo Mobile Assisted Language Learning in boosting students' vocabulary mastery?

METHODS

This study utilizes Classroom Action Research (CAR) design to enhance teaching and learning quality in traditional classrooms. CAR is a cyclical approach aimed at solving identified challenges in teaching and learning. Researchers must identify any difficulties discovered before conducting action research, ensuring a more effective and effective learning experience. This research used quantitative data analysis to investigate the students' statistically significant improvement using a Duolingo Application as Mobile Assisted Language Learning (MALL). According to Aliaga and Gunderson (2002), quantitative research explains and investigates the phenomena of social concerns by collecting numerical data and analyzing it using mathematically-based approaches, notably statistics. Quantitative research approaches, according to Matthews and Ross (2010), focus on the collection of data that can be developed and expressed statistically. The study was carried out in SMPN 1 Pangkajene, South Sulawesi, and included nine class meetings. The instruments used were tests and observation. Kurt Lewin's Classroom Action Research (CAR) design was used by the researchers, which is separated into four stages: planning, acting, observing, and reflecting. The pre-test was given at the first meeting, followed by Cycles 1 and 2 of the research. At every meeting, an observation was undertaken to observe any classroom activity. 352 seventh-grade students from eleven classrooms of SMPN 1 Pangkajene made up the population. Purposive sampling was performed, and the study sample consisted of 32 students from Class VII Marie Currie. According to Creswell (2017), purposive sampling determined that the people sought to gain familiarity, understanding, and insight into the phenomenon under study.

RESULTS

The results of this study aimed to find out the effects of using Duolingo Mobile Assisted Language Learning in improving students' vocabulary mastery. The results and findings are presented below:

The Duolingo application, implemented through Classroom Action Research (CAR), aims to enhance student's vocabulary mastery by providing materials and exercises. The study is conducted in two cycles, each consisting of four steps: Planning, Acting, Observing, and Reflecting. The first cycle was completed in five meetings, with the student's pretest, treatment, and post-test covered in the last meeting. The planning phase involves creating lesson plans, preparing learning materials, and preparing student exercises. The success criteria include 75% of students achieving the Minimum Mastery Criterion-Kriteria Ketuntasan Minimal (KKM) of English 75.0 or above on vocabulary tests.

The study involved two cycles consisting of nine meetings to teach and learn Duolingo on students' smartphones. The materials were presented to the students followed by a 15-minute exercise on Duolingo using students' smartphones. The second cycle involved four meetings, with the first meeting focusing on greetings and adjectives. The second meeting discussed the challenges faced by students when playing independently, using flashcards to teach about families and pronouns. The third meeting focused on occupations, animals, and fruits, with slides to show vocabulary pictures and pronunciations. The final meeting of cycle 1 was conducted on January 24th, 2023, with a test distributed to assess students' understanding of the material given in the last three meetings. The results showed that Duolingo effectively improved students' vocabulary scores, as evidenced by their improved scores.

The second research cycle aims to strengthen students' learning capacity by addressing previous weaknesses through re-planning, re-action, re-observation, and re-reflection stages. It includes four meetings, including a post-test, to assess progress. The first meeting involves a teacher greeting students, praying, and checking attendance, followed by a handout explaining greetings and leave-taking. The process aims to improve the learning process and enhance students' overall learning experience. The second meeting focused on occupations and pronouns, with the researcher using examples of teachers and chefs to illustrate the concepts. The third meeting on February 21st involved group discussions and the use of Duolingo to teach students about animals and their names. The researcher divided students into groups and assigned them tasks to complete, such as translating sentences and completing gap-filling

exercises. The final meeting on February 28th concluded with the writer and students concluding what they had learned together. The fourth meeting on February 28th involved the writer welcoming students, praying together, checking their attendance lists, and discussing the topic. The research aimed to improve the learning process and enhance students' understanding of the language. The Duolingo application improved student participation and understanding of terms with peers, leading to a better class environment.

The Duolingo game's second cycle resulted in a significant increase in student scores, with 81.8% of students surpassing the Minimum Mastery Criterion (KKM). This achievement met the success criterion, which requires 75% of students to achieve a score above the minimum. The researcher halted the activity due to a positive outcome. Pre-test scores showed a lack of vocabulary mastery, with the lowest score being 15 and the highest score being 76. However, post-test I and post-test II scores increased, indicating improved vocabulary mastery due to the Duolingo Game. It is possible to observe this from the mean of the scores from the pre-test 45,1, the post-test of cycle I 60,5, and the post-test of cycle II which increase by 88. It means that students' vocabulary mastery improved as a result of their use of the Duolingo Game. The majority of students' pre-test scores were classified as "very poor" (37.5%), with 28% in the "poor" category. There were 12.5% in the "fair" and "fairly good" categories, and the lowest percentage was 9.3% in the excellent category. The researcher found a low pre-test score and needed improvement, with cycle I scoring higher than the pre-test score. However, 25% of students improved to "good," with 25% categorized as "very poor." The study hypothesizes a significant difference in students' Duolingo vocabulary competence between the pre-test and post-test. A t-test was used to determine the significance of the difference. The t-value for the test was -18.57, and if the Sig. (2-tailed) in the Paired Samples Test output table is $0.000 < 0.05$, then H_0 is rejected and H_a is accepted. The results indicate that the Duolingo program expands students' English vocabulary, as indicated by the study's results.

DISCUSSIONS

The study aimed to enhance students' vocabulary mastery using Duolingo, a mobile program for teaching vocabulary. The researchers analyzed pre-test and post-test scores, finding that the second cycle had higher scores and mean than the first. The mean of the pre-test score was 45,1 in cycle I, 60,5 in cycle II, and 88 in cycle III. The percentage of learners with scores of 75 or higher improved, with 16.6% of students scoring higher than 75. In the first

cycle, 10.2% of the 25 students received points of 75 or above. The students that received points 75 and above were 28 (87,5%) of the 32 students in the second cycle. Otherwise, the students were improving since the first cycle, and the second cycle showed better performance than the first.

Students' vocabulary increased significantly after using the Duolingo app to study vocabulary. This is visible in students' passion for the teaching and learning process via the Duolingo program. The Duolingo program contains a lot of entertaining elements that keep students interested and serious about learning the language. "Learn by playing" is the tagline for the Duolingo app. Students were more motivated to learn English by actively engaging in the learning process using the Duolingo app. The app can be used anywhere, anytime, and in the classroom to enhance vocabulary. Previous research by Fauzi (2018) shows that Duolingo is an effective application for improving English vocabulary, as students who are taught vocabulary using the Duolingo Application achieve higher results than those who are not taught vocabulary. Furthermore, as Munday (2016) describes, Duolingo is a simple app that is beneficial and has possibilities, even though the primary lesson is not based on communication proficiency, but students can enjoy it because it uses various elements, such as mobile device accessibility, gamification aspects, and task variation. The distinction between this study and prior research is that this study employs the Duolingo Application in learning media as a reference, whereas earlier studies were used as a reference by the researcher. Two studies have shown that using the Duolingo Application in teaching and learning can significantly improve students' vocabulary skills. Ahmad Fauzi Ridha (2018) found that using the Duolingo app to study vocabulary was preferable to not using the program. The experimental class's average post-test score was higher than the control class's (66.3), indicating that the Duolingo program significantly influenced students' vocabulary learning scores. Sausan Nafis Amin (2019) also found that using the Duolingo program for vocabulary development in 7th grade at MTsN 3 Tulungagung showed a positive impact on students' vocabulary knowledge, with an average post-test score of 72.80 higher than the pre-test score of 57.20. Overall, the Duolingo application is a valuable tool for improving students' vocabulary skills.

The learning process has improved, with learners providing appropriate responses during class. Duolingo's efficacy and adoption have improved, and students are intently listening to the teacher's lecture. A study suggests that Duolingo may help increase vocabulary learning and encourage student participation in language learning. However, during the first and second

meetings, students did not pay close attention to the teacher, despite some loud fighting. There is no doubt that teachers must pay greater attention to kids to keep them interested. Furthermore, motivation to learn a language remained low. Therefore, it must be the responsibility of the teacher to find such sources for vocabulary learning. Just a few weeks later, the researchers brought in the images and set them up for students to use with Duolingo as they played. They then observed the students' classroom development. The fact that the students loved the lessons is what matters the most. They paid the teacher their whole attention. To compete against other groups, they encouraged one another to give up the game. Because it has graphics, Duolingo is a fantastic tool to teach vocabulary. Students may find vocabulary using photos by playing this game. Based on what they saw during the game, the students were also able to list the names of several items. The images may then be simply acquired from anywhere in the surroundings. Furthermore, the game may be played alone or in groups, guaranteeing a stimulating learning atmosphere. Introducing Duolingo into classroom interactions increases the students' comprehension through the gamification provided by Duolingo and allows them to begin constructing their own vocabulary. Selected practice adjustments were deemed to be actually relevant variables in fostering confidence and involvement. Vocabulary review also enhanced student performance and allowed them to pass higher on the final cycle compared to the pre-test.

CONCLUSION

Based on the findings and discussion presented in the previous, the researcher concluded the points: Due to its positive effects on learning new words, the Duolingo application can make studying more interesting for students. It also helps students develop their vocabulary and understand word meanings through its appealing mobile application. As a result, students become more enthusiastic and interested in expanding their vocabulary. Findings from the research show that using Duolingo as a learning tool increases students' interest in learning English vocabulary. The findings show that the pre-test values were lower than the mean post-test scores. According to the student's performance, it can be said that the treatment was effective because 87.5% of the students passed the minimal mastery criteria (Kriteria Ketuntasan Minimal) on their post-test. In comparison to the pre-test average of 45.15, the post-test average was 88. Duolingo is a useful tool for teaching and learning vocabulary to beginners, it can be said. The fact that students respond so well to various media, easily grasp

the concepts, and have the chance to practice the topic fairly makes it a lot of fun for them. Duolingo may make studying more enjoyable and inspire people to come up with fresh ideas as they learn. The researchers in the study concluded that Duolingo might serve as an alternative teaching method for vocabulary. The Duolingo application is a valuable tool for teaching and learning English vocabulary to beginners. Its appealing mobile application makes studying more interesting and helps students develop their vocabulary and understand word meanings. The study found that 87.5% of students passed the minimal mastery criteria on their post-test, indicating its effectiveness as an alternative teaching method for vocabulary.

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