The Effect of Learning Application Duolingo to the Fifth Grade Students' Vocabulary at MI Mambaul Ulum 2024/2025

RESEARCH PROPOSAL

Presented as a Partial Fulfillment of the Requirement the
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MOTTO AND DEDICATION

MOTTO:

"Live what is in front of you now."

"No life is worth living, if we cannot be true to our nature."

DEDICATION:

- Allah SWT, who always gives strength and blessings in the process of completing this thesis.
- My beloved parents (Mr. Muh. Fatoni and Mrs. Yuli Idana) who always provide support and prayers.
- To myself who always gives me the encouragement to get to this point.
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ABSTRACT

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Keywords: Vocabulary, Young Learner, Duolingo.

Students in Indonesian elementary schools, particularly at MI Mambaul Ulum Dahu, face significant challenges in mastering English vocabulary due to rigid textbooks and limited teacher creativity. Nation (2001) and Schmitt (2020) assert that regular exposure, contextual application, and interesting teaching are necessary for successful vocabulary acquisition. By incorporating the gamified and interactive language learning program Duolingo into vocabulary training for young students, this study tackles these problems.

This research used a quantitative one-group pretest-posttest design. involving 24 fifth-grade students. Pre-tests, Duolingo treatment sessions cantered on the "Food and Drink" topic, and post-tests to gauge progress were all part of the study. To ascertain the impact of Duolingo on vocabulary mastery, data were examined using SPSS's paired sample t-test.

The post-test mean increased from 55.88 to 75.96, indicating a statistically significant increase in students' vocabulary scores following their use of Duolingo. A t-count of 9.961 and a p-value of 0.000 were found in the statistical analysis, suggesting that the treatment had a significant positive impact. These results demonstrate that by improving student engagement and aiding retention through digital media, Duolingo improves vocabulary learning. Based on these findings, the researcher advises integrating Duolingo into English language instruction in primary schools and concludes that it is a useful tool for promoting vocabulary development in young learners.

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Praise and gratitude we offer to the presence of Allah SWT, who has bestowed His grace and guidance, so that the author can complete this thesis as one of the requirements to obtain a Bachelor's degree properly.

In accordance with the title of this thesis "The Effect of Learning Application Duolingo to the Fifth Grade Students' Vocabulary at MI Mambaul Ulum 2024/2025". It is realized that this thesis still has many shortcomings, so criticism and suggestions from various parties are highly expected.

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CHAPTER I

INTRODUCTION

This chapter describes the background of the problem, identification of the problem, limitation of the problem, formulation of problem, purpose of the research, significance of research and definition of key terms.

A. Background of the Problem

Learning English as a second language presents numerous challenges, particularly for non-native speakers who often encounter difficulties in mastering vocabulary, grammar, and pronunciation. These challenges are compounded by factors such as limited exposure to the language, lack of access to proficient speakers, and insufficient resources. Traditional classroom settings may not provide enough interactive or practical opportunities for students to engage with the language in real-life contexts. The problem of acquiring language components such as vocabulary, grammar, and pronunciation poses significant challenges for students of a second language. Vocabulary acquisition is often hindered by the sheer volume of new words and phrases that must be learned and retained, while mastering grammar requires understanding complex rules and structures that may differ significantly from the learner's native language.

Language is a complex communication system used by humans to convey ideas, thoughts, and feelings. Language components are the basic elements that make up this system and allow the communication process to take place effectively. Understanding the components of language is essential in the study of vocabulary. Difficulties that are usually experienced when learning vocabulary (Nation P. 2001) 1) Difficulty in remembering and recalling words over time. 2) Challenges in understanding and using words appropriately in different contexts. 3) The need to balance learning high-frequency words with lower-frequency, specialized vocabulary.

The result of Vesselinov, R., & Grego, J. (2012) This study evaluates the effectiveness of Duolingo in helping users learn new vocabulary. The research concluded that Duolingo can be effective in vocabulary acquisition due to its repetitive and engaging exercises that reinforce learning through spaced repetition and active recall. According to von Ahn (Co-founder of Duolingo), Duolingo's design leverages gamification and adaptive learning algorithms to keep users engaged and motivated. The app's exercises are structured to promote frequent practice, which is crucial for vocabulary retention.

From the above description, the researcher is very confident to improve vocabulary using Duolingo in the fifth grade at MI Mambaul Ulum Dahu for the 204/2025 school year.

B. Identification of the Problem

According to the above background, researchers found many kinds of problems experienced by students. First, the material used in teaching books is too complex and rigid. So that students have difficulty understanding what the content of the book is obtained by students. Second, teachers do not have creativity in teaching. Most teachers only focus on lecture strategies or only give explanations in front of students. Then, MI or elementary school students who are still young and have just gotten their second language will have difficulty accepting. Moreover, the students still have the soul of children where the child's mindset is still in the stage of playing. So, for serious and monotonous teaching will not be effective for students of this level. And, in this digital era, many schools still use books or old ways to teach English to students.

C. Limitation of the Problem

Based on the above identification, the researcher will limit and focus on vocabulary learning using learning media with Food and Drink topic. Using Duolingo learning media to teach students' vocabulary in reading skills in their meaning.

D. Formulation of the Problem

1. How is the students' vocabulary before being taught using Duolingo?

2. How is the students' vocabulary after being taught using Duolingo?

E. Purpose of the Research

1. To find out the students' vocabulary before being taught using application Duolingo.

2. To find out the students' vocabulary after being taught using application Duolingo.

F. Significance of the research

For Student

Students can use this research as a reference to learn vocabulary in English through Duolingo. In addition, it can provide a different learning atmosphere.

For Teacher

Teachers can use this research as a reference to teach students' vocabulary in English in different ways, by utilizing audio-visual media such as Duolingo.

For Next Researcher

This research can be a reference to develop more better research.

G. Definition of Key Term

1. Vocabulary

Hiebert, E. H., & Kamil, M. L. (2005) The knowledge of words and their definitions is known as vocabulary. Vocabulary is typically classified as either reading or oral vocabulary. Words that we identify when hearing or that we use when speaking are included in our oral vocabulary. Words that we are familiar with or frequently use in print are included in the reading vocabulary.

2. Young Learner

According to Pinter (2006) young students are defined by their developmental stage, where their cognitive abilities are still developing and their learning experiences are tailored to their age and language proficiency level. The character of young students is students who are still learning by playing.

3. Duolingo

Duolingo is the most popular language-learning platform. Media application for learning language with audio-visual style.

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