



## EXPLORING DUOLINGO APPLICATION BY EFL LEARNERS TO IMPROVE VOCABULARY MASTERY AT SMP NEGERI 1 PANGALENGAN

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**Abstract:** In an era of technology where almost every activity we do is not far from the use of existing technology as a means of support in facilitating the activities being carried out, it is important for each individual human being to be able to adapt to technological developments that currently continue to occur without stopping. This technological development penetrates into everything we do. one of them is in the world of education, where the world of education is currently required to be able to use existing technological developments as a means of supporting the learning process in class. one of them is by trying to use learning applications to make learning more diverse and efficient. The method used in the research process this time is to use the qualitative method, where this method is used to obtain the desired research results by seeking information that can be obtained from teachers and students regarding the use of the Duoingo application with an observation to students and teachers. The results obtained were that students' activeness increased and students' ability to communicate also increased after learning to use the Duolingo application. Based on this, the use of the Duolingo application in class has a positive impact on students' abilities, and has good potential in improving students' foreign language skills themselves.

**Keywords:** Duolingo Application, EFL Learners, Vocabulary Mastery

## INTRODUCTION

The rapid development of science and technology has fundamentally changed the landscape of human life. Almost all aspects of life, from daily work to recreation, are now integrated with technology. Jobs that previously required a lot of human labor can now be done more efficiently and quickly thanks to automation and artificial intelligence (AI). This certainly brings a number of positive impacts, such as increased productivity, easy access to information, and innovation in various fields.

One clear example of the positive impact of technology is in the field of education. AI is increasingly being explored as a promising tool to support and improve language learning. With the help of AI, foreign language learning can become more personalized and effective. For example, AI-based language learning applications can customize learning materials to each student's ability level and preferences. In addition, AI can also provide faster and more accurate feedback on students' mistakes, making the learning process more efficient.

However, behind all the conveniences and benefits, technological advancements also bring a number of challenges and negative impacts. One of the main concerns is the potential loss of jobs due to automation. When machines and AI are able to perform tasks that were previously done by humans, many workers will lose their jobs. Furthermore, over-reliance on technology can also lead to problems such as social isolation, decreased cognitive abilities, and even addiction. AI is increasingly being explored as a promising tool to support and enhance language learning, particularly in the development of learners' communication skills, by Rusmiyanto, et al. (2023). With the good use of technology in education, of course, we can also get a lot of good things in it, where it helps during the learning process so that learning can be more interactive and increase students' interest in learning, as stated by Küçük (2023), one of which is that we can make the work we have easier with the help of technology, and will make it easier for us when we want to learn something like learning a foreign language by increasing our vocabulary and improving it by utilizing existing technology. The process of learning is a procedure that involves interaction and utilizing instructional technology enhances students' talents and learning capacity by Yildiz & Celik (2020) in Küçük (2023), Technology, a double-edged blade that changes the landscape of human life. On one hand, the emergence of technology brings a breath of fresh air in terms of efficiency and productivity. Work that used to take hours can now be done in minutes. Flexibility in working hours has also increased thanks to the advent of smart devices. However, behind all the conveniences offered, technology also brings a number of complex challenges.

One of the biggest challenges is the digital divide. Not everyone has equal access to technology. Economic, infrastructure and digital literacy limitations leave some people behind and make it difficult to adapt to the changing times. As a result, they find it difficult to get a decent job because many companies now demand workers with digital skills.

Artificial intelligence (AI) is also in the spotlight. Machines and robots are getting smarter and are able to replace human roles in various sectors, from manufacturing to customer service. While this improves production efficiency, it also raises concerns about job losses. Workers who do not have the skills to meet the demands of Industry 4.0 will find it difficult to compete and potentially face layoffs.

Over-reliance on technology is also an issue of concern. Continuous use of gadgets can have negative impacts on physical and mental health, such as sleep disorders, stress, and decreased social skills. In addition, data privacy is also a crucial issue in the digital era. Personal information that is easily accessible by irresponsible parties can be misused for unwanted purposes.

In facing these challenges, joint efforts from various parties are needed. The government needs to provide adequate digital infrastructure and training programs to improve people's digital literacy. The private sector also needs to play an active role in creating new jobs that are in line with technological developments. Meanwhile, individuals need to continue learning and developing their skills to remain relevant in the digital era. Learning English as a foreign language (EFL) is important. English has become the most widely spoken language around the world.

There are many things in this world that are always related to English, whether it is communication, technological advances and others. It is important for us to be able to master this foreign language in order to expand our knowledge and abilities towards a language that can almost be used in all countries. The progress of the times that has occurred must also be balanced with the foreign language skills of each individual itself in order to continue to communicate with many people from various places to get diverse information. Foreign language is a language which is not a native language in a country. A foreign language is usually studied either for communication or for reading material in the language, Uzakova (2022), it can be concluded from the quote that a foreign language is a language that is indeed learned by someone who can be used in various ways such as speaking and writing, and is not a native language.

English learning still has its own challenges for students where English learning is considered a fairly difficult learning by some students, as evidenced when learning English in class only a few students are active and brave to convey their opinions, questions and suggestions through English, this is due to the limited knowledge of students about English itself, starting from vocabulary, grammar speaking skills, and the courage of the students themselves, there are still many students who are afraid to express their opinions using English. This is also a challenge for teachers, how can teachers make students' English skills improve, one of which is by utilizing technological developments in the classroom by using the right learning strategies as well, one of which is by using the Duolingo application in the classroom to support learning. One of the most important strategies for learning a foreign language as an adult is to create a positive learning environment, Ibragimova (2023). Our dependence on technology is inevitable, especially with the advent of smartphones. These handheld devices have become a part of us, facilitating all aspects of life from communication, access to information, to entertainment. The convenience offered by this technology also extends to the world of education. Various learning applications, such as Duolingo, have emerged to fulfill people's needs for self-development.

With the presence of technology-based learning applications, the learning process becomes more flexible and interactive. Users can learn anytime and anywhere at their own pace. Interesting features and gamification in these apps make the learning experience more fun and less boring. In addition, technology also enables more personalized learning. Sophisticated algorithms can customize learning materials to the user's ability level and preferences.

However, behind all the conveniences offered, it is important to remember that technology is just a tool. The quality of learning is not only determined by the sophistication of the technology used, but also by individual motivation and dedication. Excessive use of technology without being balanced with social interaction and deep learning can hinder cognitive

development. Therefore, it is important to balance the use of technology with conventional learning methods such as reading books, discussing and conducting experiments.

In the context of language learning, apps like Duolingo have made a significant contribution. These apps have helped millions of people around the world to learn new languages in a fun and effective way. However, it is important to remember that these apps are only a supplement, not a substitute for comprehensive language learning. Mastering a language well requires consistent practice, interaction with native speakers, and a deep understanding of the country's culture.

However, research using the Duolingo application still needs further exploration, so that its application can be done optimally and the results obtained can also be as desired. Can using the Duolingo application increase students' English vocabulary? Researchers will analyze the impact of using the Duolingo application on students' English vocabulary knowledge,

This research will be conducted on students in one of the junior high schools in Pangalengan. Researchers want to contribute to education in pangalengan, one of which is by trying to improve students' English language skills through students' own English vocabulary knowledge.

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To support this research, the author takes several references as references so that this research can be done properly, as for some of the references taken, namely:

The first previous research is by Shortt, et al (2021). In the research that the authors conducted which focused on gamification of mobile-assisted language learning, it was found that most studies focused on quantitative designs and non-probability sampling methods, the authors also added findings stating that the preference for performance-based research questions, for English as the language of choice in the research, and for the United States as the most prominent context for Duolingo research studies. The research itself was conducted using gamification methods to examine gamification in mobile-assisted language learning. The similarity lies in the use of cell phones and duolingo applications as a supporting factor for research while the difference lies in the focus of the research to be achieved.

The second previous research is the work of Firliantama & Rokhayani (2023). the authors conducted a study focusing on "young learners' engagement in vocabulary learning using games and learning applications" in the study aimed to adapt existing education with the use of technology so that learning carried out in the classroom by teachers and students can be more effective, the approach taken by the authors in the study was to use games and learning applications, while the findings obtained in the study showed that different games could increase students' overall vocabulary scores and classroom activities compared to when they did not use games in teaching vocabulary. The similarity lies in improving vocabulary by using apps while the difference lies in the apps used.

The third previous study is by Julien & Valeria (2023). The writers conducted research to explore academic performance and social presence in the field of mobile learning, gaining

valuable knowledge about the evolving landscape and its intersection with mobile technology, and the existence of this technology itself has sparked interest in its impact. This research was conducted using a mixed methods approach, with quantitative and qualitative aspects, where the research was conducted in a private school that requires students to use English as their daily language. The data collection techniques used were needs analysis, standardized English test (KET), social presence scale, and follow-up interviews. Participants were selected using purposive sampling, with 16 students each for the experimental and control groups. Semi-structured interviews were conducted with eight participants on a voluntary basis. The similarities lie in the research focusing on learners using mobile devices, the differences lie in the focus of the research.

The fourth previous research is by Gultom, Frans, Cellar (2022). The research that the authors conducted was to examine the feasibility of literature in terms of improving English fluency for English as a Foreign Language (EFL) learners. The right that is focused on in the research conducted is to use graphic novels as the object of research. The method used in the study used a quantitative method that focused on online classroom observation and survey analysis that aimed to uncover the impact of literature on EFL learners in speaking, outline the potential of graphic novels, improve speaking ability, and increase students' fluency. The result they found after conducting the study was that interaction with graphic novels allows EFL learners to build their confidence and critical thinking skills. The similarity in this study lies in the way to improve foreign language fluency, while the difference lies in the intended research focus..

The fifth previous study is by Zou, et al (2023). The authors looked at how different automated feedback provided by an AI speech assessment tool could support English as a foreign language (EFL) learners' speaking development in their studies. The authors used a combination of qualitative and quantitative data collection techniques to conduct research with students in China. The findings showed that most of the participants, in fact, thought that the comments provided by the AI speaking evaluation tool helped them become more proficient speakers. After the study, the author found that the average speaking skill scores on the pre- and post-tests had improved significantly. As a result, it is proposed that the AI speaking assessment system can offer more diverse textual feedback as well as helpful recommendations to help EFL students improve their speaking skills. The similarity of this research lies in the use of AI as a supporting factor in improving foreign language proficiency, while the difference lies in the focus of the research.

The Sixth previous study is the work of Borang, Maru, Rorimpandey, (2023) the writers conducted research with the title “The Use Of Duolingo Application To Increase Students’ Vocabulary Mastery” which aims to find out if the Duolingo Application could aids students to improve their vocabulary mastery especially adjective, The research approach they used in the study was with quantitative and using pre-test and post-test design through a written test. Then the subjects they used for their research were 31 students from SMP Negeri 1 Manganitu class 8 B. The results they got after doing the research were the mean Pre-Test score is 43,32, with the greatest Pre-Test score is 83 and the lowest is 10, and the highest Post-Test score is 97 and the lowest is 63, and the Post-Test’s average score is 79.80. And the conclusion they got after doing the research was that the use of duolingo application was successful for increasing students' vocabulary mastery. The equation of this research lies in the research title which almost exactly has the same title and the same research focus, the difference lies in the research method used.

The seventh previous research is the work of Risky & Syafi'i, (2023). The author conducted research to "find out the impact of using duolingo on vocabulary mastery". The study aimed to collect empirical data and examine how the Duolingo application was used by seventh grade students at MTSN 4 Rokan Hulu to improve vocabulary acquisition. Using 131 students for the entire population used in the study, which was then divided into 2 groups, namely the experimental group and the control group, using a quasi-experimental research design, with 32 students in the experimental class and 30 students in the control class, the authors also used student vocabulary acquisition tests and observation as data collection tools. With two tests, they found that the data analysis showed that the t-table value was 3.476. This value is greater than the t-table value, which is 1.671. Therefore, it can be concluded that the use of the Duolingo application to improve the vocabulary mastery of seventh grade students in the school under study has a considerable impact. The similarity of this study lies in the use of Duolingo application to improve students' vocabulary while the difference lies in the research method used.

The Eighth previous study is the work of Kakerissa, Marantika, & Karuna, (2022). The study aimed to determine the effect of using Duolingo interactive media on increasing German vocabulary, by using 16 elementary school students as research samples at the German Language Education Study Program, Pattimura University. The data collected is by conducting pre-test and post-test supported by giving the data to the participants a questionnaire as supporting data. The data obtained in their research was then analyzed using t test analysis techniques, and supporting data were analyzed using descriptive analysis techniques. They got the result that the calculation result of  $t=4,583$  was higher than the value of t-table, and also indicated the positive effect of using Duolingo interactive media on German vocabulary mastery. Which then results in them being supported by the results of a questionnaire that describes the advantages of using Duolingo in terms of the intended use, user groups, application features, space. The similarity lies in the use of duolingo application to improve students' vocabulary, and the difference lies in the intended language to learn the vocabulary.

The ninth previous research is the work of Ananda, , Setiaji & Kustantinah, (2023). the authors conducted the study to find out "the role of the duolingo application to increase student vocabulary", the research was conducted because it is important for people to understand today's fast-paced technology, and it is very easy for us to learn new languages using cell phones. In the study, the author analyzed the implementation of Duolingo in language learning and its potential to facilitate the full development of the English language, because with the duolingo application can start learning additional languages because it encourages continuous learning. By dividing the class into two classes, namely an experimental class and a control class each containing 30 participating students. The results showed that the use of the Duolingo application was very successful in increasing students' interest in learning English. The similarity lies in the use of the duolingo application to improve students' vocabulary, while the difference lies in the method taken for research.

The Tenth previous study is the work of Fadhli, dkk (2022). The witters conducted the study to find out the use of Duolingo App to enhance children's linguistic intelligence. Linguistic intelligence is expertise in applying vocabularies effectively and efficiently. By using duolingo application that will help children mastering other languages that they can practice speaking, reading, listening, and writing through a play. The writers use this application because Children in early childhood are in the period of 'playing' spontaneously. The writers will do activities of playing without any instruction from others. The play activity will stimulate development that has to do with learning to speak which involves the ability to vocalize. Where gamification can

be used specifically to stimulate linguistic intelligence based on case studies in Indonesia, as it uses game mechanics, aesthetics, and thinking to engage people, motivate action, promote learning, and solve problems. The similarity lies in the use of the duolingo application to assist in conducting research, while the difference lies in the focus of the research.

After reading some of the existing previous research, there are some similarities to the research I conducted with several previous studies, namely the use of the duolingo application to support the improvement of students' English language skills, as for one of the previous research which almost has the same title, but there are differences between the research and the research I conducted which lies in the sample chosen of course and the research method chosen in the research, as well as in the research I conducted this focuses on increasing students' vocabulary by using the duolingo application.

## **METHODOLOGY**

This research will be conducted using a qualitative method, where this method is used to obtain the desired research results by seeking information that can be obtained from teachers and students regarding the use of the Duolingo application with an observation to students and teachers. According to Salam, A (2023), argues that qualitative research is an exploratory process in understanding the meaning of individual and group behavior, describing social problems or human problems. Based on the expert opinion above, the qualitative method is used to gain an in-depth understanding of a phenomenon that occurs, namely where to observe the experience and increase in teacher and student knowledge when using the Duolingo application. Qualitative research itself has certain characteristics, according to (Jtipto, 2006 Cited in Haryono 2023)

The characteristics of qualitative research include the following: 1). Adheres to the view that social reality, 2). Refers to theoretical thinking, aimed at understanding the meaning hidden behind the phenomenon, 3). Conducted in a natural setting (natural setting), 4). The main instrument is the researcher himself, 5). Data collection and data analysis activities take place simultaneously (simultaneously), 6). Observation and in-depth interview techniques are very important in the process of collecting data in the field, 7). Observation and interview data (used as the basis of conceptualization and categorization, both in the context of preparing descriptions and developing theories, 8). More concerned about depth than breadth, and 9). Adhering to the benchmarks of credibility, transferability, dependability and confirmability in order to produce research findings that can be justified. (Jtipto, 2006 Quoted from Haryono 2023).

This research will be conducted on 7th grade high school students with a population of about 50 people and several people will be selected as representatives of the entire population to be used as research samples.

In this case, the selection of respondents will be carried out by purposive sampling in order to obtain an appropriate sample as a representative of the existing population to facilitate research. According to OBILOR & Isaac (2023) Purposive sampling is a non-probability sampling technique where the researcher selects only those subjects that satisfy the objectives of

the study based on the researcher's conviction. The sample that will be selected by the researcher as a representative of all existing samples is of course selected based on the advantages possessed by each sample itself in order to further assist the researcher in determining the results of the study. The criteria and advantages that must be possessed by the sample representatives are: 1. The student shows more activeness than other students, 2. The student always shows interest in the research being conducted, 3. The selected student is always easy to follow any instructions given. From each of the criteria and advantages above, the researcher determines each student who has these criteria and advantages, where sample representatives are selected based on the researcher's observations during the research process from beginning to end, so that each sample representative is determined from the entire population of students who have participated in the research process.

## **FINDINGS AND DISCUSSION**

This section will present the research results obtained from data collection on six 7th grade students of SMP Negeri 1 Pangalengan who were selected as samples. This sample is considered representative to represent the student population as a whole, so that the findings obtained can provide a general picture of the effectiveness of using the Duolingo application in improving English language skills, especially vocabulary.

Data collection was carried out through two main methods, namely direct observation and questionnaire distribution. Observations were carried out to directly observe how students interact with the Duolingo application, the learning strategies they use, and changes in behavior that occur during the learning process. While the questionnaire was used to dig deeper into students' perceptions, experiences, and levels of satisfaction with the use of the Duolingo application.

The results of the data analysis obtained showed that most students felt motivated to learn English with Duolingo, there was a significant increase in the ability to remember new vocabulary.

These findings will be discussed further in relation to the purpose of the study, namely to determine the effectiveness of using the Duolingo application in improving students' vocabulary skills. In addition, a comparison will be made between the results of this study and previous relevant studies. Thus, it is hoped that a more comprehensive conclusion can be obtained regarding the contribution of the Duolingo application to the English learning process. The number of samples selected was 6 people in grade 7 of SMP Negeri 1 Pangalengan, the data collection itself was carried out by conducting observations and providing questionnaires that would be filled in by each student by taking answers from representatives of existing samples. The results obtained are as follows:

In this section, the data analysis process and the results that have been obtained in the research process will be presented. data collection was carried out by giving questionnaires to representatives of the sample selected at grade 7 students of SMPN 1 Pangalengan. The questionnaire adopted from Jaelani & Sutari (2020) which has a relationship with the use of the Duolingo application in the learning process, the data obtained will be explained based on the table below.

**Tabel 1. Students questioners answers**

<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
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<b>Vocabulary is important to learn when learning a foreign language</b>	4	2	0	0
<b>I will use Duolingo to improve my English skills.</b>	2	4	0	0
<b>Duolingo app is easy to play</b>	5	1	0	0
<b>My English skills have improved after using the Duolingo app</b>	4	2	0	0
<b>The Duolingo app has many advantages</b>	0	6	0	0
<b>Duolingo app has many drawbacks</b>	0	0	4	2
<b>I like playing the Duolingo app</b>	5	2	0	0
<b>The material I learned in the Duolingo app is easy to understand.</b>	3	3	0	0
<b>I am interested in using the Duolingo app in the long run</b>	3	3	0	0
<b>The Duolingo application makes it easier for me to understand English</b>	3	3	0	0

After giving questioners to all students, it can be seen that on the question “Vocabulary is important to learn when learning a foreign language” students gave very agree answers and 2 other students gave Agree answers to the question, this shows that each student understands very well that learning foreign language vocabulary is important when wanting to learn a foreign language, this vocabulary knowledge can certainly be obtained by learning to use the Duolingo application where one's vocabulary skills will continue to be honed when playing the Duolingo application. On another question that is "The Duolingo application makes it easier for me to understand English" 4 out of 6 students gave an "Agree" statement which shows that indeed by playing the duolingo application it can help them understand English, and for the remaining 2 students answered "Strongly Agree" where by playing the duolingo application it gave them an influence in better understanding English. In another question, namely "My English skills have improved after using the Duolingo application", 6 students answered "Agree" to the question, this shows that using the Duolingo application for some time has made their English skills improve, this is also shown by the activity they show during the learning process in class by using the application. In another question where the researcher asked the question” I like playing the Duolingo Application” on this question 5 out of 6 students gave answers strongly agree and the rest gave answers agree, this shows that every student is happy when they can learn English using the Duolingo application, this can be used as a reference where when students are happy to learn the learning that is done can be done by students continuously for a long time,

On the next question, namely the question "I am interested in using the Duolingo application in the long term" 3 out of 3 students gave the answer "Agree" and the rest answered

"Strongly Agree" this shows that they are very interested in continuing to use this Duolingo application afterwards to further improve their English language skills.

From the results obtained above, it can be concluded that using the Duolingo application in class can improve students' English skills and increase student engagement.

One of the important aspects that is very targeted at this research is foreign language vocabulary which can later be obtained and mastered by students, using the help of this Duolingo application which is very focused on vocabulary is expected to improve the vocabulary skills of the students themselves, although in the learning process it does not only learn about vocabulary, but there are also Speaking, Reading, Writing and Listening, but the easiest aspect for students to get when learning with this application is vocabulary ability. This is in accordance with one of the Questioners questions that researchers gave to the research sample where questions in the form of questions Agree, Strongly Agree, Disagree and Strongly Disagree. The results obtained on one of the questions stating "My English skills have improved" the answers from the respondents stated that most of them agreed to the question, it means that by learning English through the Duolingo application it can increase the vocabulary of the students, this is also evidenced by their active participation during the learning process and they can answer questions related to English vocabulary.

The challenges found by researchers when the research process took place were how to make children survive the research process, because the research process was carried out outside of study hours so it was difficult to make children able to survive and follow the research process to the end, the second challenge encountered by researchers was the uncertain network limitations, sometimes good sometimes not, so that it somewhat hampered the learning process that took place. The third is the students' interest and motivation, maintaining children's interest during the research process is quite difficult because some students are easy to feel bored even though at the beginning of playing the Duolingo application the enthusiasm possessed by the students is fairly large, the students can last until the end because there are a number of rewards that researchers give to those who can consistently play and follow the research process until the end, for student motivation itself, researchers continue to motivate students about the benefits of playing this Duolingo application, this is also inseparable from the motivation that is always given by the homeroom teacher of the students themselves who always helps and oversees the course of research so that it can take place as desired.

## **DISCUSSIONS**

From the data that has been obtained during the data collection process by means of observation and giving a number of question questioners, students have an interest in using the Duolingo application to learn English and to improve their English vocabulary.

At the beginning of the research, students still have limitations on their English vocabulary and courage in showing their foreign language skills, they are still embarrassed to show it to others, especially when to researchers, many things affect this starting from habits, difficult pronunciation and fear of mistakes that they might make later. English is not a language commonly used by students and although at school English is included in one of the subjects, but there are still few students who are aware of the importance of learning this English language, and there are still few students who dare to be active when learning this foreign language, because it is difficult to pronounce, difficult to understand, and must pay attention to every word

structure properly, cannot be interpreted just like that. this is what certainly prevents them from then daring to explore English.

Based on the research process that occurs, students are easily bored when learning English, especially if for example only by learning it through sentences in writing without the support of other things, this must really be considered so that every teacher certainly knows how to be able to maintain the enthusiasm and liveliness of students so that they can continue to consistently learn to improve their English language skills, By using the Duolingo application, the researcher found that the enthusiasm of the students was quite good because they could consistently learn English by using the application provided, only direction and motivation must continue to be given to the students so that they can continue to be consistent and provide a number of rewards to students who are very active in learning English by using this Duolingo application.

During the research process, the researcher also observed all students who studied using the Duolingo application, by looking at their liveliness, how they learned, how dexterous they were in solving each question, trying to ask them about what they felt and by trying to test their abilities based on their experiences when they had played the Duolingo application.

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From the results of the discussion above, it turns out that students can be consistent and active in learning English as long as they are fully directed by the teacher and with certain innovations in learning so that students are not easily bored and their enthusiasm is reduced, the

teacher can continue to pay attention to each student who is learning and give equal attention to all students during the learning process, although this is quite difficult to do but maybe the teacher can do it slowly, each student can take an active role in every lesson, if he feels that what he does can be appreciated more by the teacher and he can get certain appreciation from the teacher, whether in the form of rewards or other thing

## **CONCLUSION**

The conclusions obtained show that the use of the Duolingo application in class in order to improve students' vocabulary skills in class is quite effective, as evidenced by the ability of students who seem to have improved from their mastery of English vocabulary and increased student activeness in class. students' experience in using the Duolingo application shows an increase in learning motivation and student involvement in the learning process and students' understanding of the English language itself. However, there are still shortcomings where there is no in-depth explanation of the use of certain vocabulary in the use of sentences. But even so, at least the students' mastery of foreign language vocabulary has increased little by little.

In addition, the use of foreign language learning applications in this class provides a better learning experience than just lecture teaching, because it teaches foreign language teaching starting from the basics, so that it adapts to the ability of the students themselves when they first learn a foreign language, with the use of vocabulary, as well as examples of use in sentences so as to provide more understanding to the students themselves to strengthen the knowledge and learning abilities that can be obtained in class.

Overall, the use of the Duolingo application shows good potential for the development of students' foreign language skills, especially in mastering students' English vocabulary by providing a teaching that is quite flexible and can be done by students whenever they want.

## **SUGGESTION**

Based on the results of existing research, the researcher presents the following suggestions:

### **A. For Students**

In an era that increasingly has rapid progress, in all fields, every individual must be able to keep up with existing developments, one of which is in the field of language, where now learning foreign languages is very important to be mastered by various human individuals, especially English, where now English is one of the most widely used languages in various countries in the world, although it is fairly difficult to learn this foreign language, especially if this foreign language is not the mother tongue that we learned from childhood, but we still have to learn it to avoid lagging behind language skills, there are several things that must begin to be known when you want to start learning a foreign language, starting from Vocabulary, Listening, Speaking, Reading and also Writing, all aspects must be mastered if you want to be able to master a foreign language, of course we can learn from school, from social media, from learning application applications and other things.

### **B. For Teachers**

Teachers are one of the important factors in supporting the success of their students, the knowledge that each individual student has is obtained from his teaching with the teacher, therefore it is very important for us to be able to be a good teacher for our students, by providing

good behavior and good knowledge as well. In an effort to improve the ability of students, teachers must be able to have the best way to improve the ability of their students, teachers must be able to try to keep up with the times, by trying to use existing technological advances in supporting the teaching process, one of which is by trying various ways in the process of improving the quality of learning, whether it is by playing a game, or by using certain teaching methods or also by using one of the learning applications or websites in the classroom teaching and learning process. This is necessary and very important for teachers to apply in class to adjust to the development and behavior of existing students, so that teaching can run more effectively and efficiently and can attract student interest and activeness in class.

#### C. For Other Researchers

Suggestions that can be given to future researchers who will also examine the same application, namely Duolingo, because there are already quite a lot of previous researchers who have examined this Duolingo application, especially in its use in the classroom. Perhaps for future researchers can try to examine the comparison of existing learning application applications especially in the classroom teaching process such as comparing the use of the Duolingo application and the Bable application or other applications and see the advantages of each of the existing applications and determine the effectiveness of each application tested in the classroom teaching process

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