

**IMPROVING STUDENTS' VOCABULARY MASTERY USING
DUOLINGO APPLICATION**

**(A Classroom Action Research of 10 Grade Students of MAN 4 Ngawi In the
Academic Year of 2022/2023)**

THESIS

Submitted as A Partial Requirements for The Degree of *Sarjana*



By:

Miftahul Jadid

NIM: 173221044

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF CULTURES AND LANGUAGES
RADEN MAS SAID STATE ISLAMIC UNIVERSITY SURAKARTA
2023**

ADVISOR SHEET

Subject : Miftahul Jadid

SRN : 173221044

To:

The Dean of Cultures and Language Faculty

Raden Mas Said State Islamic University of
Surakarta

In Surakarta

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After reading thoroughly and giving necessary advices, herewith, as the
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Name : Miftahul Jadid

SRN : 173221044

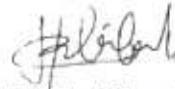
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has already fulfilled the requirements to be presented before The Board of
Examiners (*munaqasyah*) to gain Bachelor Degree in Raden Mas Said State
Islamic University of Surakarta.

Thank you for the attention.

Wassalamu 'alaikum Wr. Wb.

Surakarta, 25 Oktober 2023



Habibi Nur Hidayanto, M.Pd
NIP. 198006222017011130

RATIFICATION

This is to certify the *Sarjana* thesis entitled "IMPROVING STUDENTS' VOCABULARY MASTERY USING DUOLINGO APPLICATION (A Classroom Action Research of 10 Grade Students of MAN 4 Ngawi In The Academic Year Of 2022/2023)" by Miftahul Jadid has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Language Education Study Program.

Chairman : Furqon Edi Wibowo, M.Pd.

NIP. 198901242023211011

Secretary : Habibi Nur Hidayanto, M.Pd.

NIP. 198006222017011130

Main Examiner : Prof. Dr. H. Sujito, M.Pd.

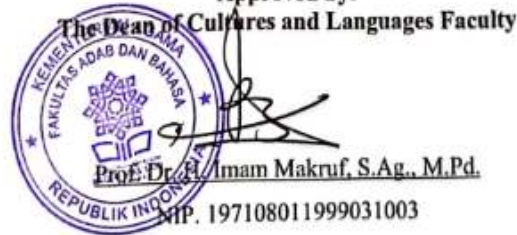
NIP. 197209142002121001



Surakarta, 16 November 2023

Approved by:

The Dean of Cultures and Languages Faculty



Prof. Dr. H. Imam Makruf, S.Ag., M.Pd.

NIP. 197108011999031003

DEDICATION

This thesis is dedicated to the relentless pursuit of knowledge and the unwavering support of those who inspire and guide the researcher on his academic journey.

1. The researcher's beloved parents Mr. Abdul Azis Zarkasi and Mrs. Eni Badriati who always pray, always give big support, advices, help, attention, motivation, and everything to the researcher to finished this thesis.
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MOTTO

"If you don't believe you can do it. then you have no chance at all"

(Arsene Wenger)

"No matter how hard or impossible it is, never lose sight of your goal"

(Monkey D Luffy)

"The future belongs to those who believe in the beauty of their dreams"

(Shoyo Hinata)

PRONOUNCEMENT

Name : Miftahul Jadid
SRN : 173221044
Study Program : English Language Education
Faculty : Cultures and Languages Faculty

I hereby sincerely state that the thesis titled **“IMPROVING STUDENTS’ VOCABULARY MASTERY USING DUOLINGO APPLICATION (A Classroom Action Research of 10 Grade Students of MAN 4 Ngawi In the Academic Year Of 2022/2023)”** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, 25 October 2023



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Miftahul Jadid
SRN. 173221044

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Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “IMPROVING STUDENTS’ VOCABULARY MASTERY USING DUOLINGO APPLICATION (A Classroom Action Research of 10 Grade Students of MAN 4 Ngawi In the Academic Year Of 2022/2023)” Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express his deepest thanks to all of those who had helped, supported, and suggested him during the process of writing this thesis. This goes to:

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in the particular and the reader in general.

Surakarta, 25 October 2023

Miftahul Jadid
SRN. 173221044

ABSTRACT

Miftahul Jadid. 2023. "IMPROVING STUDENTS' VOCABULARY MASTERY USING DUOLINGO APPLICATION (A Classroom Action Research of 10 Grade Students of MAN 4 Ngawi In the Academic Year of 2022/2023)". Thesis. English Language Education Study Program. Cultures and Languages Faculty. Raden Mas Said State Islamic University of Surakarta.

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The Keywords : Vocabulary Mastery, Duolingo, Classroom Action Research

This study was conducted in MAN 4 Ngawi at 10th grade students' using the latest curriculum (*Merdeka Belajar*). The objective of this research is to know (1) The implementation of Duolingo application to improve students' vocabulary mastery at 10th grade students of MAN 4 Ngawi in the Academic Year 2022/2023 (2) Students' responses toward Duolingo application as learning media at 10th grade students of MAN 4 Ngawi in the Academic year of 2022/2023.

The design of this research is classroom action research. The researcher was conducted this research at MAN 4 Ngawi in May 2023. The subject of this research were the Tenth Grade students in A class at MAN 4 Ngawi in the Academic Year 2022/2023. Subject of the research consist of 23 students. This classroom action research was conducted in two cycles. Each cycle consists three meeting. The collecting of data was the observation and test, and document. The data was collected from quantitative. The quantitative data were collected from pre-test, post-test I, and post-test II. The data was analyzed using mean to see the improvement of pre-test, post-test I, and post-test II to get conclusion as the result of the research.

The result of this research showed: (1) The implementation of Duolingo proven that the students improve their vocabulary mastery, they can improve their vocabulary mastery through Duolingo quizzes and task. They can learn and improving their vocabulary skill whenever and wherever as long as they have their phone, and they interest in learning english vocabulary after the implementation of Duolingo. (2) Students' responses toward Duolingo was good, it can be seen that students improve their vocabulary mastery. The data showed that the average score in pre-test is 76.5, the average score in post-test I is 82.5, and the average score in post-test II is 90. It means the result in post-test I was higher than in pre-test and the post-test II was higher than the post-test I. From the result of the research can be concluded that Duolingo application is able to improve the students' vocabulary mastery.

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CHAPTER I

INTRODUCTION

A. Background of the Study

In this era, English plays an important role in the world as it is the most widely spoken language. English is spoken at most international events and as the medium of information for science, culture and technology. Therefore, we can say that English is the first (international) language. Also, it should be noted that most scientific books are written in English. Therefore, everyone should have good English proficiency, just like Indonesian students, in order to be able to understand knowledge acquisition books.

English as a foreign language was taught in Indonesia from primary school to university level. Nevertheless, some Indonesian students were not interested in English because they did not realize that it was an important subject to learn and were taught that English was difficult to learn.

Students will also need to master the English language, which includes the four skills of listening, speaking, reading and writing. However, they need vocabulary to master those skill.

Vocabulary is a basic skill that students must achieve in order to master other skills such as reading, writing, speaking and listening. Students need to have a good vocabulary to communicate well. Without good command and vocabulary understanding, other skills are difficult to master. When

learning English, students need to know vocabulary. Because once you know a word, you try to use it to express and communicate your thoughts.

Vocabulary is essential for language beginners, especially for foreign language students (Siang, Hasan, & Tamhir, 2019). Since it is not easy for beginners to understand sentences, it will be difficult for them to understand what they read or listen. For this reason, vocabulary is essential to understanding the language. A Teachers must be able to know exciting techniques for teaching vocabulary to their students.

Based on the pre-research from the 10th grade of MAN 4 Ngawi, the students are expected to be able use spoken, written, and visual texts in English to communicate depending on the situation, goal, and audience/reader. However, there's still student who can't understanding English text and couldn't live up to expectations. One of the reasons is the students lack of vocabulary mastery in understanding English text. Another reason that caused the problem was that teachers did not use media that could improve students' motivation in learning Vocabulary. It turns out that many students are not very interested in the monotonous teachings method and are bored in learning English.

Based on the information above, the goal of this research is to overcome some problems faced by students in understanding English text at the 10th-grade students of MAN 4 Ngawi by using Duolingo Application. The researcher believes Duolingo is the solution of this problem because

Duolingo can be used as learning media to improve students' vocabulary mastery to understand the English text.

Duolingo itself is a free language learning application developed by Luis von Ahn and Severin Hacker. This application is available for Android, iOS, and Windows Phone operating systems as well as the web version. Each lesson in this application has many challenges. You have the task of speaking, listening, translating, and answering multiple-choice questions.

In addition, Handrianto & Rahman, (2018) discovered that Duolingo is a useful and potentially easy-to-use app, but its main lessons are not based on communication skills, and students have a variety of factors such as: The gamification aspect of mobile devices and accessibility for various tasks. In addition, Jaskova (2014: 15) defines Duolingo as the future of language learning and global communication. Students will be given the opportunity to work in the program and explore all skills in English. The content of the software does not fit the student's cultural background, but it attracts students in a very interesting way that can motivate them.

Several researchers conducted research using Duolingo to improve vocabulary mastery. For example, Anisa Dwi Tiara (2021) in her journal "The Students' Perception About Use of Duolingo Application for Improving English Vocabulary" concluded that students have positive perceptions about using Duolingo in learning English, especially vocabulary. It offers many benefits in supporting students' learning process as it can enhance, consolidate, appreciate and promote their English skills.

The language learning process will be more interesting and engaging with the application. It can develop students' knowledge of English vocabulary.

Another researcher, Reskyani (2021) in her journal “Online Learning Vocabulary by Utilizing Duolingo Application” stated that Duolingo is a great tool for students to learn English, especially vocabulary. It offers features such as vocabulary assignment, listening and transcription tasks, sentence completion tasks as well as conversation and vocabulary tasks accompanied by interesting images. It's effective and fun, and students are happy, relaxed, and comfortable using it.

The researcher applies this learning method because Duolingo can be used as a supplementary tool in addition to traditional classroom instruction, allowing for a blended learning approach that combines technology and face-to-face teaching. This approach has shown positive results in improving students' motivation and engagement in language learning. Lastly, the availability of Duolingo as a mobile application allows students to learn anytime and anywhere, making language learning more flexible and convenient. Overall, the effectiveness of using Duolingo applications to improve students' vocabulary mastery lies in its gamified approach, personalized learning experiences, accessibility, and flexibility.

Based on the statement above, the researcher would like to conduct a research entitled “**Improving Students’ Vocabulary Mastery Using Duolingo Applications at 10th Grade Students of Man 4 Ngawi In the Academic Year 2022/2023**”. The researcher conducts this study with 10th

grade students using the latest Indonesian curriculum "Kurikulum Merdeka Belajar", which has never been done before.

B. The Identification of The Problem

Based on the background of the study, the researcher identifies the problems as follow:

1. The Students face difficulties in understanding foreign language especially English due to lack of vocabulary mastery
2. The Students hard to understand English lessons taught by the teacher in the school
3. The Students did not use the technology especially their mobile phone to learn English and improve their vocabulary mastery
4. Some students brought dictionary book to help them learn English which is more difficult to learn from
5. The Students lack of motivation in learning English.

C. The Limitation of The Problem

In conducting this research, the researcher limited this study which only using Duolingo application as the media to improve the students' vocabulary mastery at 10th grade students of MAN 4 Ngawi. The subject of this research is the 10th grade students of MAN 4 Ngawi. Then, the object of this research is the English learning app called Duolingo. Last, the focus in this study is to find out the effectiveness of using Duolingo applications

to improve students' vocabulary mastery at 10th grade students of MAN 4 Ngawi in the Academic year of 2022/2023.

D. Formulation of the Problem

Based on the background above, this research is formulated in the following question

1. Can Duolingo application be able improve students' vocabulary mastery at 10th grade students of MAN 4 Ngawi in the Academic Year 2022/2023?
2. What are the students' responses toward Duolingo application as learning media for the students at 10th grade students of MAN 4 Ngawi in the Academic year of 2022/2023?"

E. The Objective of This Research

This study aim to provide helpful insights about Duolingo app for the future and make things clearer for everyone.

1. Find out the use of the Duolingo application is able improving vocabulary mastery of 10th grade students of MAN 4 Ngawi in the Academic year of 2022/2023.
2. To see the students' response toward Duolingo application as learning media at 10th grade students of MAN 4 Ngawi in the Academic year of 2022/2023.

F. The Benefit of The Research

The researcher hopes this study can give some benefit in English especially in vocabulary mastery. Additionally, the result of this study expected to give more benefits both theoretically and practically.

1. Theoretically Benefit

The theoretical significance of this study is the researcher can give more experience and knowledge for the reader about the English learning app “Duolingo”.

2. Practically Benefit

a. For the Students

The researcher hopes that this study will be helpful for English learners especially for the students in learning vocabulary mastery using Duolingo app.

b. For the Teachers

This research will be one of the references to teach students about the vocabulary using Duolingo app.

c. For the Researcher

This research gives a deeper understanding of a study to teaching method in learning vocabulary toward Duolingo app.

G. Definition of Key Term

1. Vocabulary

Hassani et.al, (2013) said that vocabulary is set lexemes from the smallest unit in the meaning system of a language that can be distinguished from other similar units. This means that a vocabulary is one of the essential elements of a language organized as a set of words in an alphabetical list that refers to the language of the system of meaning.

2. Duolingo

Eric Ravenscraft (2019) explained that Duolingo is an American language-learning website and mobile app. Users learn using "trees" tailored to their target language, with specific "skills" to practice vocabulary, grammar, and pronunciation using spaced repetition. Exercises can include writing, reading and speaking comprehension, and short stories.

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Theoretical Review

1. Vocabulary

a. Definition of Vocabulary

Vocabulary is a fundamental part of language competence. Vocabulary knowledge is an essential part of language learning, as a limited second language vocabulary hinders successful communication. Moreover, according to Cameron, vocabulary, as one of the domains of language knowledge, plays a major role in how learners learn a language. This means that vocabulary cannot be separated from language. Vocabulary is an important part of language and without vocabulary a language cannot be used to hold all the information of the language. Students need to master vocabulary in order to develop different aspects of the language such as speaking, writing, reading and listening. Also, vocabulary should be taught specifically for learning a foreign language. Even if students master grammar, they will not be confident in their communication and conversation unless they master vocabulary.

All language proficiency requires vocabulary. For example, in reading, students will have difficulty understanding and comprehending the text they are reading if they do not know the

meaning of the words in the text. When speaking, a small vocabulary knowledge makes it difficult to understand yourself in a foreign language. Learning a language is not easy unless you start with the easiest language. Also, it is impossible to learn a new language without mastering the vocabulary.

b. The Importance of Vocabulary

In order to learn something new, we have to know how important it is to learn. In this case, the importance of vocabulary learning is to enable students to master what they are learning in the target language. Learning a language not only prepares materials for that language, but also provides students with training to use that language, whether written or spoken.

The importance of vocabulary is demonstrated on a daily basis both inside and outside of school. The best-performing students in their class have the most appropriate vocabulary. Also, vocabulary knowledge is often viewed as an important tool for second language learners. The Nation describes the complementary relationship between vocabulary knowledge and language use as follows: Knowing vocabulary enables you to use language, and vice versa.

Learning vocabulary is very important because vocabulary is the basis for mastering English. Vocabulary is the foundation of four skills that must be learned and developed to become

proficient in English (Termez State University & Ruzimuratova, 2021: 348). Learning vocabulary is the first thing we have to do. A good vocabulary facilitates communication by conveying thoughts, feelings and the meaning of those words. Learning vocabulary is very important as it is a major asset for learning sentence structure and other language skills. Learning vocabulary makes reading, writing, listening and speaking easier. Gradually master the language by adding vocabulary every day to speak. The more vocabulary you acquire, the more confident you will be in learning a foreign language. We will feel more than most people. The courage to practice the language directly will make you more enthusiastic about improving and mastering the language.

From the above explanation, we can conclude that understanding vocabulary is very important as it means understanding the language relevant to both Indonesian and English contexts, or any language context.

c. Kind of Vocabulary

Vocabulary is a very important form of language for mastering language skills. Based on its use in fluency, English vocabulary is divided into active and passive vocabulary. Active vocabulary is words that speakers understand, pronounce

correctly, and use constructively in their speaking and writing skills. Her passive vocabulary, on the other hand, is the words that the speaker recognizes and understands in context, but whose speaking skills do not allow the speaker to pronounce or write them properly. Brown (1995) in Susanto (2017): 185) distinguishes between her two types of vocabulary: receptive vocabulary and productive vocabulary. Receptive vocabulary is the ability to recognize words and remember word meanings, productive vocabulary is the ability to recognize words and remember word meanings, and is also used in the ability to speak and write at appropriate times.

2. Duolingo



a. Definition of Duolingo

Duolingo is a free app created by Luis Von Ahn and Severin Hacker in November 2011, said Munday (2016). Duolingo also has a motto of " Free language education for the world". According to its website, It has over 40 million registered users. It offers multiple languages for English-speaking people and other languages for non-English-speaking people.

Meanwhile, Teske (2017) mentioned that “Duolingo is an online language-learning platform which launched in 2012 that offers courses in 27 different world languages.” Duolingo itself can be accessed in mobile application on Android or accessing internet on computer devices. “This review will primarily focus on the website version of the software. The site claims to act as a private language tutor that provides individualized instruction that motivates its users through game-like activities to promote language acquisition (Duolingo, 2011).” Duolingo offered the instruction that individualism and also the English Test site to evaluate non-native

English speakers' proficiency degree and also an English test for business and schools. This observation should be focus on the individual educator function of the site for Spanish for English speakers.

Meanwhile, Teske (2017) states, "Duolingo is an online language learning platform that offers 27 different world language courses launched in 2012." Duolingo itself can be accessed via the Android mobile application or via the internet on your computer device. "This review focuses primarily on the website version of the software. The site acts as a private language teacher that provides tutoring to motivate users to enhance language learning through playful activities. Claims (Duolingo, 2011). Duolingo offers individualist lessons, an English test site for assessing the English skills of non-native speakers, and English tests for businesses and schools.

Moreover, Paula (2016) mentioned that "duolingo is an application for cell phones or computers. It is one of the most famous and praised language teaching applications on the market. It works in a very simple way and it is very useful for those who are studying English and several other languages, such as Spanish, Italian, German and Turkish. It can be used for at least five minutes a day, and the users define how they would like to practice it right from the beginning. The four skills, reading, writing, listening and speaking,

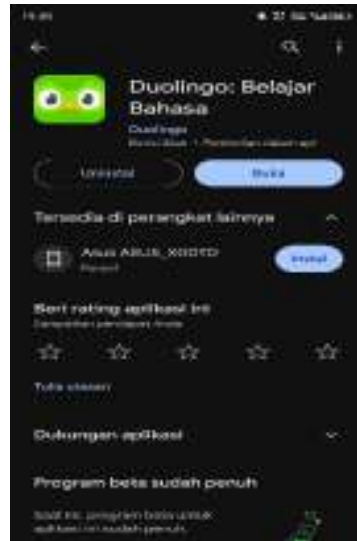
are present during the learning process in Duolingo, through elaboration of questions, affirmative and negative sentences, small texts and excerpts to be heard and transcribed, and it is also possible to the students to record their own pronunciation to assess their oral performance.”

In addition, Paula (2016) states "Duolingo is an application for mobile phones or computers. It is one of the most well-known and acclaimed foreign language education applications on the market. It works in a very easy way and works in English and Spanish. Very useful for those who are learning some other languages such as Italian, German, Turkish, etc. It can be used for at least 5 minutes a day and defines how the user wants to practice from the beginning. In the learning process at Duolingo, four skills of reading, writing, listening, and speaking exist through questions, positive and negative sentences, small texts, and refinement of excerpts that can be heard and transcribed. it is also possible to the students to record their own pronunciation to assess their oral performance.”

As the conclusion that Duolingo is one of the English teaching and learning media that helps students learn English. It's more fun because it's like a game-based free learning platform that can be used as a school education technique.

b. How to Use Duolingo

1) Download the Duolingo



Before the students' start using Duolingo to improve their vocabulary mastery. They have to download it first on PlayStore if you're using Android or AppStore if you're using an iPhone.

2) Open the Duolingo app



The next step is open the Duolingo app that has been downloaded before. Then, you can see 2 option in the first display. You can choose “*Ayo Mulai*” or let’s starts if you’re first time user.

3) Choose the language



In this step, you need to choose the language you want to learn. For example, if you want to learn English

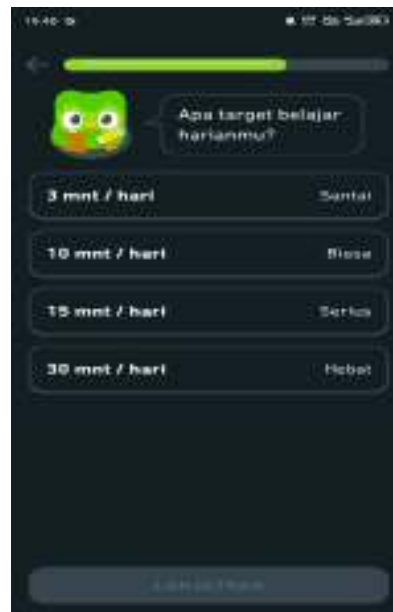
you can select “*Bahasa Inggris*” or English as your target language learning.

4) Set up your English mastery knowledge



You can set your English mastery level according to your English mastery skill. You can set up as if you're beginner, amateur, or professional.

5) Daily learning goals



Next you have to set your daily learning goals in order to improve your vocabulary mastery. You can choose 3 minutes, 10 minutes, 15 minutes, or 30 minutes a day.

6) Newbie or Advance



In this part Duolingo will ask you if you're first time learner or not. This option will affect the difficulty in the question.

7) Quizzes



Arrange the right words to translate and answer the right one. If you get the wrong answer you can retry it in the last question.

8) Stages in Duolingo



In Duolingo, there are several stages in it. each stage has different difficulty. More you pass the stages, more difficult question you'll get.

c. Target Audience of Duolingo Application

As Lionetti (2013) states that Duolingo has targeted there elearning to individuals who are looking to learn a second language. This tool is for any user looking to learn how to speak from any of the following languages: English, Italian, French, Portuguese, Spanish, and German. The audience using this tool should be familiar and have accessibility to an iPhone, iPad, any Android device, or a computer to go online and use this online gamified elearning. The audience looking to use Duolingo should have an account of some sort through either facebook or an email address in order to create an account on Duolingo. There is no specified age

requirement to use Duolingo nor are there any pre course requirements or knowledge needed to begin a language course. Duolingo is suitable for all users, from beginners to advanced users. The e-learning tool allows advanced users to skip lessons and learn on demand. Whether or not they have a busy schedule, listeners are free to access the course at their own time, proceed at their own pace and complete the language course at their own discretion.

d. The Objectives of Duolingo Application

Lionetti (2013, p.4) states that there are some objectives of duolingo application, as follows:

- 1) To teach users to speak another language for free
- 2) To understand and be able to speak a phrase or sentence in another language
- 3) To listen a phrase or sentence in your target language and type it out
- 4) To be able to write the correct words to the matching pictures
- 5) To develop the skills to translate your words and sentences from your chosen language to English
- 6) To be able to translate words and sentences from English to your chosen language
- 7) To help users online to increase vocabulary mastery as much as possible
- 8) To provide a gamified learning experience for users

- 9) To provide our clients with the most accurate translation to their webpage

e. Type of Duolingo Task

Wagner et al. (2015) said vocabulary tasks, listening and transcribing tasks, sentence completion tasks, and speaking tasks. As mentioned earlier, the tests are computer-adaptive, so the order and frequency with which each item is displayed may vary from test taker to test taker based on the answer.

- 1) Vocabulary

For vocabulary tasks, test taker can see a series of words in a box on the screen. After that, the test taker must also select the correct English word. The test taker was determined to take only one minute to complete the task.

- 2) Listening and Transcription

The purpose of listening and transcription is to assess a test taker's listening ability. The test taker must enter the text they hear, which is presented acoustically. As a rule, this assignment is absolutely a dictation model. The test aims to complete the task and you can listen to the audio text up to 3 times. The test taker have only one minute to complete this task.

3) Sentence Completion

Sentence completion is a task designed to complete a sentence. Here, the test taker presents a short text. This text is placed in several sentences. The task contains 5 spaces, which you need to select by clicking on the space and answering the question from the list of 8 answers. This assignment is the same as the selected answer or reasonable closed task. The rule for completing this task is that the test taker has only 3 minutes.

4) Speaking

The last task is to speaking. In this task, the test taker gives on-screen instructions such "Tell me this sentence." Next, the microphone icon is clicked by the test participant and the written sentence is read aloud with the heartbeat of the icon. There is also a rule for this task that she only takes a minute to complete it.

f. The Advantages and Disadvantages of Duolingo

As Mulya et al (2016) stated Duolingo Application also has advantages and disadvantages, as follows:

1) The Advantages of Duolingo

Duolingo is a game-based language learning platform. Access can be via a browser-based application or an iOS, Android, or Windows Phone application. Duolingo

has been released for use in combination with activities. Students listen, transcribe, speak and translate with a simple interface while manipulating words and phrases. Duolingo makes it easy for teachers to track the progress of their students' language learning. Students share their language learning progress directly with their teachers. Teachers can track their progress via a dedicated dashboard. Being able to track student progress allows teachers to plan lessons, set Duolingo skills as homework, and give them additional points to earn corresponding credits.

Students are also encouraged to keep breaking previous records, and students can compete with their friends in the classroom. Students can also earn experience points (XP), measure the amount of completed tasks in Duolingo, advance through different levels to differentiate themselves from their friends, and earn Lingots. You can use it to buy or switch bonus lessons for items and icons. Make Duolingo more interesting. Duolingo itself can be accessed on PC and Android by downloading it from the Play Store. The interface is explicit and very easy to use. There is also a great balance between translation, listening, word matching and speaking practice. The speech recognition program is not bad, and students can still hear what the speaker said.

2) Disadvantages of Duolingo

Duolingo uses a computerized language system for all listening exercises, so students will not be accustomed to the sounds of that language. The voice is dry and not rhythmic, but fluent. The most important thing in language learning is to talk to the native speaker of the target language. There is no alternative, and Duolingo currently has no way to enable conversations with native speakers.

Duolingo does not provide a description of the grammatical structure as part of the dashboard. Grammar is an important part of language learning and creates some difficulties for students to complete their tasks.

3. Classroom Action Research (CAR)

a. Definition of Classroom Action Research

Classroom Action Research (CAR) is a reflective process in which researcher collect empirical data to improve their teaching methods. Gwynn Mettetal (2015) said: “It is an integration of teaching and learning, where instructors use the data available in their classrooms to answer real questions about teaching and learning in the classroom. their classroom”.

Action research is the process by educators systematically and deliberately consider their own practice using research

techniques. researcher develop their research questions, collect data throughout the year, analyze what they learn, and write down their findings. Observations, interviews, surveys, and documentation are typical data methods used by researcher to pursue questions.

b. The Purpose of Classroom Action Research

The purpose of school and classroom action research fall into five broad categories (Cohen:1989:118). First, it is a means to fix problems diagnosed in specific situations or to improve certain situations in some way. Second, it is a means of continuous training, thus equipping teachers with new skills and methods, honing their analytical skills and enhancing their self-awareness. Third, it is a vehicle for introducing complementary or innovative teaching and learning methods into an ongoing system that often impedes innovation and change. Fourth, it is a way to improve the poor communication between the practicing teacher and the academic researcher. Fifth, it's a way to offer a better alternative to a more subjective approach to classroom problem-solving.

Furthermore, another idea describing this topic is that of Borg, Gall and Gall (1993:391), who states five other goals of action research in the classroom. First, action research in the classroom contributes to the theoretical base and knowledge

needed to improve practice. Second, it supports the professional development of practitioners by helping them become more proficient in understanding and using research findings and by conducting research on their own where appropriate. Third, it builds a university connection system because it sometimes involves multiple educators, even students and parents, working together. Fourth, it helps practitioners to systematically identify problems and seek solutions. Fifth, it can be used at all levels and in all areas of education, as a means in-service training for school leaders.

c. The Steps in Classroom Action Research

Classroom action research activities involved repeated cycles. Each cycle consists of planning, acting, observing, and reflecting. The result of one cycle is used to determine the need for the following cycle, until the problem gets solved by the strategy stated by Kemmis and McTaggart, (1988, in Hafid: 2016).

1) Planning

After discovering the problem, the researcher planned the action. The steps of planning included preparing lesson plan, preparing the media, preparing the vocabulary, and preparing the criteria of success.

2) Action

In this phase, the researcher taught the students based on the lesson plan which had been made in the previous phase. Here, the researcher used TPR (total physical response) method as strategy or technique to teach vocabulary. This action was implemented in two cycles; each cycle was conducted in three meetings. After implementing the method, the researcher gave students vocabulary tests at the end of the activity in each cycle. The result measured their comprehension of the vocabulary.

3) Observation

The observation was done by the researcher during teaching and learning process. This observation was conducted to know whether the students give their attentions in the activity or not, and to know the students' responses on the activity. In this phase, the researcher took a note during the teaching and learning process to record the activities. This helped the researcher to know the whole process. At the end of the activity, there would be a test given by the researcher to the students to measure their understanding on the materials which just had been taught to them.

4) Reflection

Reflection was an evaluation to know the process of implementation and the result of the actions which have been done by the researcher. It aimed to identify the flaw either in the process or the result. It was focused on the method which was implemented namely Total Physical Response. This research was declared successful if there was an improvement in students' ability in vocabulary mastery. The result of the reflection in the cycle one would be helpful to be used in the next cycle.

B. Previous Related Study

There were some researchers that conducted study about the effective of using Duolingo to improve students' translation. Some of following findings are:

Anisa (2021) in her journal "The Students' Perception About Use of Duolingo Application for Improving English Vocabulary" concluded that the students have a positive perception of the use of Duolingo in learning English, especially vocabulary. It has many benefits to support students' learning process because it could increase, comfortable, enjoy, and motivate students' English skills. The process of language learning will be more exciting and enjoyable with the application. It can develop student knowledge about English vocabulary.

Rosyidah (2020) in her finding there was a significant effect of using Duolingo Application on the eighth-grade students' vocabulary mastery at a Junior High School in Jember in 2019/2020 academic year. It was indicated by the significant value in the independent sample t-test. A larger sample size would increase the strength and reliability of the research. The research has weakness is the fact that not all the vocabulary learned by the students are tested.

Abdul Manan (2017) stated that Duolingo encourages peer-to-peer collaboration in second language learning, but its approach and principles can clash with popular language teaching approaches such as Communicative Language Teaching and Task-based Language Teaching. Duolingo's boldest method for teaching a new language is through direct translation in another language.

Reskyani (2021) in her journal stated that Duolingo game application is a great tool for learning English, especially in students' vocabulary. It provides features such as vocabulary assignment, listening and transcription tasks, sentence completion tasks, and talking tasks and vocabulary accompanied by interesting pictures. It is effective and fun, and students are happy, relaxed, and comfortable using it.

Table 2.1 Previous Study

No	Title	Similarity	Difference
1.	The Students` Perception About Use of Duolingo Application for Improving English Vocabulary (Anisa, 2021)	The learning method using Duolingo as a media to improve vocabulary mastery	This research only focus on utilization Duolingo to learn vocabulary not the effect for students
2.	The Effect of Duolingo Application on Students` English Vocabulary Mastery (Rosyidah,2020)	The learning method using Duolingo as a media to improve vocabulary mastery	The research design applied in this research was quasi experimental design with post-test only design
3.	The Implementation of Duolingo as Media to Improve Students` English Language Skill at IAIN Langsa (Abdul Manan, 2017)	The learning method using Duolingo as a media to improve vocabulary mastery	The researcher focusses on improving English language skill for college students
4.	Online Learning Vocabulary by Utilizing Duolingo Application (Reskyani, 2021)	The learning method using Duolingo as a media to improve vocabulary mastery	This research focus on improving vocabulary mastery for junior high school students

C. Rationale

In learning English Students need a method that could teach them in a difference way in order to improve students' motivation in learning English. Duolingo is an English learning app that easy to use and understand. This app is game based learning method. Teenagers, especially 11th students of MAN 4 Ngawi are more interested in this kind of game-based learning method than the common method that teacher used. Therefore, the researcher believes that students who have lack of motivation in learning English will interested in learning by this Duolingo app.

In the field of English teaching, finding effective and attractive teaching methods is necessary. Considering students' diverse learning interests and motivations, adopting innovative methods that meet individual needs is a must. One such revolutionary solution is Duolingo, an English learning app designed to revolutionize the traditional learning landscape. Unlike conventional methods, Duolingo uses a game-based learning approach that not only simplifies the complexity of language acquisition but also infuses an element of fun into the learning process.

Navigating the complexities of English can be a daunting task, especially for 10th grade students of MAN 4 Ngawi. Conventional teaching methods used by educators do not always align with the changing preferences of modern learners. Enter Duolingo, an intuitive, user-friendly app that transcends conventional educational boundaries. Its game-based structure not only aligns with today's youth technology trends but also meets

the specific needs of teens, fostering a learning environment that is both entertaining and engaging. education.

Duolingo's particular appeal lies in its ability to attract the interest of students who may have difficulty motivating themselves in the area of English language acquisition. By presenting learning as a dynamic and interactive experience, this app succeeds in turning a potentially difficult task into an enjoyable journey. From the researcher's perspective, it is clear that MAN 4 Ngawi's 10th grade students and other able students experiencing similar lack of motivation would benefit significantly from using the Duolingo app.

In conclusion, integrating Duolingo into the English curriculum offers a promising avenue to stimulate student interest and motivation. The shift from traditional methods to game-based learning not only recognizes the changing educational landscape but also empowers students to take responsibility for their own language development. As the researcher asserts, Duolingo is not just an app but a transformative tool that has the potential to reshape the English learning experience for students who desire a more engaging and effective approach.

D. Action Hypothesis

In this research, the researcher has a hypothesis as temporary answer toward some problems that occur in this research. the hypothesis of this research is "The integration of the Duolingo application as an

instructional tool specifically tailored for 10th-grade students at MAN 4 Ngawi will lead to a statistically significant improvement in students' mastery of vocabulary."

This hypothesis provides a targeted focus by emphasizing the application's implementation within the context of 10th grade students at MAN 4 Ngawi. It posits that, through the use of Duolingo, there will be a measurable and statistically significant enhancement in the students' proficiency in vocabulary within this specific educational setting.

CHAPTER III

RESEARCH METHODOLOGY

According to Kumar in Nuraeni (2013) methodology is a manner to systematically clear up the studies problem. In other word, methodology is the manner a researcher solution the query of studies. This chapter explain about the definition of: research methods, location and time, subject and object survey, data sources, data collection techniques, and data analysis techniques.

A. Variable Operational Definition

This research design is using classroom action research (CAR) within 2 variables there are dependent and independent variable. The dependent variable is students' vocabulary mastery and the independent variable is learning media Duolingo. The researcher tries to figure out if the learning media Duolingo is effective and impactful toward students' vocabulary mastery. In this study, the researcher implemented pre-experimental studies which turned into hire one group. This study could be performed via 3 steps of procedure: pretest - treatment - posttest to research whether or not the usage of duolingo application to enhance students' vocabulary mastery. Pretest could be performed to degree the students' preceding vocabulary earlier than accomplishing the treatment. The treatment turned into the learning process wherein duolingo application turned into media used within side the learning procces. After doing the treatment of duolingo, posttest would give to degree the students' vocabulary mastery after the treatment.

B. Research Setting

1. Place of the Research

This research has conducted in 10th grade students in academic year 2022/2023 of MAN 4 Ngawi located in west city of Ngawi, especially in Pucangan St, Ngrambe, Ngawi, Pucangan, Kec. Ngrambe, Kab. Ngawi, East Java 63263

MAN 4 Ngawi has 3 schooling programs class, there are Sains, Social, Religious. Each program has different course or focus in study. There are some facilities in MAN 4 Ngawi such as 14 classrooms for students to study. Also, there's Library, Laboratorium (Sains, Computer, Language) and Art room to support the study. Not only for studied purpose but this school has Hall for gathering, mosque, warehouse, parking area. Moreover, MAN 4 Ngawi is accredited A as it has all of those facilities and infrastructure.

2. Time of the research

This research is conducted during Jan until June 2023. Here is the table of research timeline.

Table 3.1 Timeline of the Research

No.	Activities	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
1.	Pre-Research	✓											
2.	Designing Proposal		✓	✓									
3.	Presenting Proposal				✓								
4.	Collecting Data					✓							
5.	Analyzing Data						✓	✓	✓	✓	✓		
6.	Submitting The Report											✓	✓

C. Subject of The Research

The subject of this research is 10th grade students of MAN 4 Ngawi in academic year of 2022/2023. The researcher will choose A class of 10th grade students of MAN 4 Ngawi which consist 23 students recommended by the teacher as a subject of this research. the researcher will see if they make a significant result after treatment or not.

The treatment is using Duolingo as a main learning object to improve the student's vocabulary mastery which the researcher believes this method are better because students are more interested in game-based learning method.

D. Action Plan

Designed by Kemmis and Taggart, Classroom Action Research (CAR) consists of four phases, four phases called cycles for planning, acting, observing and reflecting. Even after completing the first cycle, you may still find new or previously incomplete issues. Therefore, the second cycle should continue with the same concept as the first cycle. The description of the four phases is as follows:

1. Planning Phase

The planning phase was performed after identifying and diagnosing language problems encountered by students in the class and then verifying them by observing and interviewing. Also, at this stage, the plans can be divided into two types. These are general planning and specific planning.

The general planning is to organize all aspects of classroom action research (CAR). On the other hand, the specific planning aims to organize the plan for each cycle. The organized plan is transformed into a lesson plan based on the curriculum currently in use. The lesson plan is prepared for implementation in 10th grade at MAN 4 Ngawi. Mentioned some instructions on educational media procedures, resources, and evaluations.

2. Acting Phase

The acting phase in principle is the realization of a previously planned action such as strategies to use, materials to be taught, etc. In the acting phase, both researchers and teachers work together to perform the

planned action. Teachers apply established strategies to teach the students, and researcher observes classroom conditions during educational and learning activities.

In this phase, the process goes deep into the topic under investigation and lasts for two months within two cycles, each cycle consisting of three meetings. Wina Sanjaya (2013) states that the acting phase must be performed continuously in at least two cycles, and the duration of each cycle depends on the significant needs that existed in the semester or year set by the teacher.

3. Observing Phase

In this phase, the researcher and the teacher collaboratively to jot down all activities that occur in the class, and additionally carries out observation towards implementation of the action using field note or unstructured observation sheet. The researcher observed the consequences of the intervention and reflecting on its effectiveness. When observing, the observer has to note all of activities in the classroom. It can be approximately the teacher's performance, class situation, and students' response. In this phase, it additionally collects the records data derived from assessment or post-test.

4. Reflecting Phase

This phase is intended to reflect or evaluate the previous three phases. It is based on the data collected to hold a rating for the completion

of the next cycle. Therefore, the reflection can be determined after the action and observations have been implemented. If the problem still persists, it should continue the next cycle until the problem is resolved.

E. Technique of Data Collection

The technique of collecting data is a way that is used by researcher to get data. To collect the data, the researcher used some instruments. Creswell in Sugiyono (2014) states that the researcher uses an instrument to measure performance, individual skills, observe behavior, develop a psychological profile of a person or interview a person. In this research the researcher used Pre-Test, Treatment, Post-Test, Questionnaire.

1. Pre-Test

Pre-Test had been given by the researcher to experimental class to measure students' vocabulary mastery before the researcher give the treatment.

2. Treatment

Duolingo Application was used as the treatment in experimental class to teach vocabulary especially nouns and verbs, to increase the students' vocabulary mastery

3. Post-Test

After conducting the treatment in experimental class, post-test was conducted to find out students' understanding in the vocabulary mastery after using Duolingo as a learning media.

F. Research Instrument

There were several instruments that the researcher used in this study, they were tests, questionnaire, and documentation which can be seen as:

1. Test

In this study, researchers used vocabulary mastery tests as an instrument. The researchers gave the students a test to do. Test materials were provided by researchers to learn about the student's previous vocabulary mastery. The number of tests was 25 and the source of the test was taken from the Duolingo application itself.

Two types of tests were used in this study: pre-test and post-test. Both tests have the same format, but with different sentences. Pre-test was performed before the student received treatment and post-test was performed after treatment. This test helped determine the vocabulary mastery performance of students after treatment.

2. Documentation

Documentation has long been used in research. Documentation is used as a source of data that can be used to examine, interpret and even to assess the validity of the data (Moleong, 2004:161). According to Carini and

Ianni in Pine (2009:189) documentation is a process of observing, recording. In this research, the researcher got the documents from students' vocabulary mastery test (pre-test and post-test). Then, the researcher analyzes the students' vocabulary mastery test to find out the Duolingo application is effective or not to improve the students' vocabulary mastery at tenth grade students of MAN 4 Ngawi.

G. Technique of Analyzing the Data

To analyze the data, the researchers used the following formula:

1. Scoring the students' correct answer pre-test and post-test

$$\text{Score} = \frac{\text{Students' score}}{\text{Total number of score}} \times 100$$

(Arikunto,2010)

2. Calculating the mean score of the students

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

Where :

X = the mean score

$\sum x$ = the students total score

N = the number of the students

(Gay LR,2012)

3. After finding out the students' scores and mean scores the data would be classified into seven classification categories as follow:

Table 3.2 Classification of Students' Score

No	Score	Classification
1	96-100	Excellent
2	86-95	Very Good
3	76-85	Good
4	66-75	Fairly Good
5	56-65	Fairly
6	36-55	Poor
7	0-35	Very Poor

(Depdikbud,2006)

4. Computing the frequency and the percentage of the students' score

$$P = \frac{F}{N} \times 100$$

Where :

P = Percentage

F = Frequency

N = the total number of students

(Gay LR,2012)

5. To find the students' improvement the formula as follows:

$$\% = \frac{x_2 - x_1}{x_1} \times 100$$

Where :

% = the students' improvement

X₁ = the mean score of Pre-Test

X₂ = the mean score of Post-Test

(Gay,2012)

6. Find out the students standard deviation by using the formula as follows:

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N-1}}$$

Where :

SD = Standard Deviation

$\sum x$ = the sum of all score

$(\sum x)$ = the square of the sum

N = the number of the students

(Gay LR,2006)

7. Finding out the significant different between the pre-test and post-test by calculating the value of the t-test. It was measured by using formula as follow :

$$t = \frac{\bar{D}}{\frac{\sqrt{\sum D^2 - \frac{(\sum D)^2}{N}}}{N(N-1)}}$$

Where :

t = test of significance

\bar{D} = the mean of the difference score

D = the sum of all score

$(\sum D)^2$ = the square of the sum the different score

N = the total number of score

1 = constant number

(Gay LR, 2012)

H. Indicators of Success

Indicators of success were taken from the process and results of classroom action research. Second, a researcher is considered successful if 70% of students are able to meet the minimum mastery criteria (MMC) goals at school. According to the lesson plan, the students at least get the minimum mastery criteria (MMC) which is 75 out of 100 of the vocabulary test.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

In this study, the researcher used classroom action research and it was conducted in two cycles. The activities of cycle I and cycle II revolve around six meetings, three meetings in cycle I and three meetings in cycle II. Each meeting of these cycles lasts 2 x 40 minutes. As mentioned earlier, each cycle consists of planning, action, observation, and reflection. Based on the problem posed in class and the analysis, the researcher has developed a lesson plan. The study material in the classroom using the Duolingo app to improve vocabulary for 10th graders in MAN 4 Ngawi.

1. Improving Students' Vocabulary Mastery using Duolingo app of 10th grade students at MAN 4 Ngawi in the Academic year 2022/2023

a. Cycle I

1) Planning

At the planning stage, the researcher prepared a number of elements related to the teaching and learning process such as:

Prepare lesson plans, and instrument for students for pre-test and post-test in cycle 1, prepare material related to vocabulary learning, and make observation sheets of

student activities. The researcher also plans to provide an assessment to measure students' vocabulary mastery.

2) Acting

a) The first meeting

In the first meeting was conducted on Friday, May 19, 2023 started at 9.30 am and finished at 10.40 am. In this meeting the researcher carried out some activities. As the bell rang the researcher along with the teacher and the students entered the classroom. The english teacher explained to the students about the study and then let the researcher take over the class. The researcher greeted the students, praying together, and then the researcher introduced himself. asked the students condition, and checked the attendance list. After that the researcher gave the students print out questions for pre-test in order to measure their vocabulary mastery. This test contained 25 questions related to vocabulary test. After the students finished the test, the researcher asked them to take out their mobile phone. The researcher explains about language learning app called Duolingo. After the researcher explained the app, the researcher asked the students

to download it and register into it. Then, the researcher ask the students to do some English exercise in the app. Most of students enthusiastic to try the Duolingo app. Then the researcher gave them homework to finish level 1 in Duolingo and said goodbye the students. The results of the students' Pre-test scores are presented in the following table:

Table 4. 1 The Students Improvement of Vocabulary Mastery

Pre-Test result

No	Name	Score	Status
1	ATK	80	Passed
2	AYZ	72	Failed
3	ANA	68	Failed
4	AA	76	Passed
5	AOR	72	Failed
6	CN	64	Failed
7	DF	84	Passed
8	EPA	72	Failed
9	FF	88	Passed
10	FBJ	76	Passed
11	GIP	80	Passed
12	GN	84	Passed
13	IWS	80	Passed
14	LDA	52	Failed
15	MAA	80	Passed
16	NF	88	Passed
17	ORRW	72	Failed
18	RN	76	Passed
19	RAZ	72	Failed
20	RA	88	Passed
21	SIY	80	Passed
22	SAD	76	Passed
23	ZA	80	Passed
	Total	1.760	

	Average	76,5	
	Highest score	88	
	Lowest score	52	

Based on the table above, it can be seen that out of 23 students, 8 students failed and 15 students passed. The average data is 76,5. To know the percentage of pre-test scores, you can see the following table:

Table 4.2 Frequency of Students' Score at Pre-Test

No	Score	Frequency	Percentage	Category
1	≤ 75	8	34,78%	Failed
2	≥ 75	15	65,22%	Passed
	Total	23	100%	

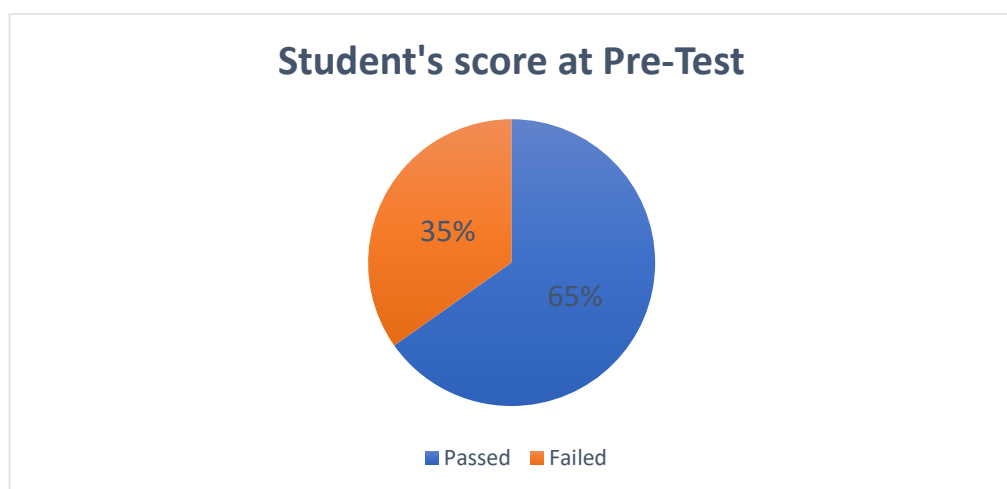


Figure 4. 1 Graph Frequency of Student' Score at Pre-test

Referring the data above, the Minimum Mastery Criteria (MMC) for English lesson at MAN 4 Ngawi is 75. It can be seen that only 8 students (34,78%) got score under to the standard, then 15 students (65,22%) got score more than the standard. Eventhough most of the students passed. The researcher will help all of them to improve their vocabulary mastery through Duolingo app as the learning media.

b) The second meeting

In the second meeting was conducted on Monday, May 22 2023 started at 08.15 am and finished at 09.30 am. Every Monday the class start after the ceremony. In this meeting the teacher started by greeted the students, pray along with the students before start, asked the students condition, and checked the attendance list. After that, the teacher started the study. Begins with the teacher asked the students what they have learnt from the last meeting. After that the teacher let the researcher to take over the class. The researcher asked the students if they did the homework to finish level 1

in Duolingo. Most of students didn't finish it yet, so the researcher asked them to open their phone to do some exercise in Duolingo. After that, the researcher asked them one by one to answer the Duolingo questions that have been shown on the screen by the researcher. In this meeting, students focus on do exercise from Duolingo app to improve their vocabulary mastery skill.

At the end of the learning process, the researcher informed the students that the next meeting would be held post-test. The researcher ended the meeting and said goodbye to the students.

c) The third meeting

In the third meeting was conducted on Tuesday, May 23, 2023 started at 7.00 am and finished at 8.30 am. In this meeting the researcher started by greeted the students, praying together, asked the students condition, and checked the attendance list. After that, the researcher asked the students if they achieved more level in Duolingo. Then, the researcher gave a post-test I to the students.

Then the researcher asked the students to finish the test within 60 minutes. Same as pre-test, This test contained 25 questions related to vocabulary test. The students did the test individually. The result of the students' score in post-test I showed in the following table:

Table 4. 3 The Students' Post-test Result of Cycle I

No	Name	Score	Status
1	ATK	88	Passed
2	AYZ	84	Passed
3	ANA	76	Passed
4	AA	88	Passed
5	AOR	80	Passed
6	CN	76	Passed
7	DF	92	Passed
8	EPA	76	Passed
9	FF	96	Passed
10	FBJ	80	Passed
11	GIP	88	Passed
12	GN	88	Passed
13	IWS	84	Passed
14	LDA	64	Failed
15	MAA	76	Passed
16	NF	96	Passed
17	ORRW	80	Passed
18	RN	88	Passed
19	RAZ	80	Passed
20	RA	84	Passed
21	SIY	80	Passed
22	SAD	72	Failed
23	ZA	80	Passed
	Total	1.896	
	Average	82,5	
	Highest score	96	91,30% Passed
	Lowest score	64	8,70% Failed

Based on the table above, can be seen that 2 from 23 students were not success beside that 21 from 23 students were success. The average score from the data was 82,5. The highest score was 96 and the low score was 64. To know about percentage from the score of post-test I in cycle I can be seen on the table as follows:

Table 4. 4 Frequency of Student' Score at Post-test I in Cycle I

No	Score	Frequency	Percentage	Category
1	≤ 75	2	8,70%	Failed
2	≥ 75	21	91,30%	Passed
	Total	23	100%	

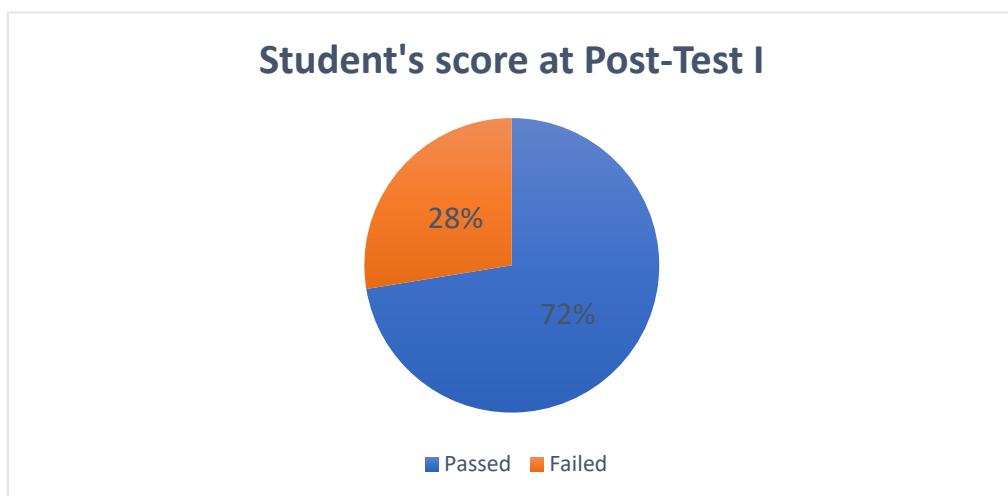


Figure 4. 2 Graph Frequency of Student' Score at Post-test I

Based on the above data, it can be seen that 21 students (91.30%) achieved the standard score and 2 students (8.70%) did not achieve the standard score. It is higher than the pre-test result. The criteria for students to master the subject are students who achieve a minimum score of 75. According to Dhoni (2019:42) Learning can be successful when 80% of students achieve the Minimum Mastery Criteria (MMC). The fact is that we can see in the data shows that the results are progressing in a good way. Eventhough, there's still 2 students who did not pass the test. They make an improvement according to the score compared to pre-test score.

3) Observing

The result of learning process to improve the students' vocabulary mastery by using Duolingo app in cycle I was rising than before. It can be seen from the score at pre-test and post-test. The using of Duolingo app in learning process is something new in this class. With using Duolingo app, the students are more excited and active.

In the post-test cycle I there were 21 students from 23 students who got score more 75 or above standard score. This result is better than the result in pre-test. The data of students' activity during the cycle 1 was obtained by the researcher from the observation sheet that had been prepared before. The data of students' activity can be seen in table bellows:

Table 4. 5 The Result of the Students' Activity of Cycle I

No	Students' activity	Frequency	Percentage
1	The students are interested in learning vocabulary with Duolingo app	19	82,61%
2	The students make discussion to answer the question in Duolingo	16	69.57%
Total students		23	

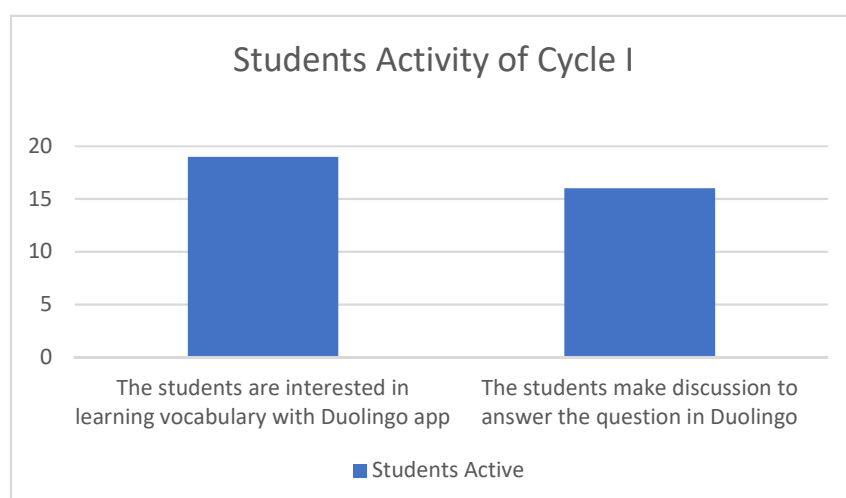


Figure 4. 3 Graph Frequency of Student' Activity of Cycle I

The data above showed that not all the students were active in learning process. There were 19 students (82,61%) interested to learn vocabulary with Duolingo app and 16 students (69,57%) are active in discussion to answer the question from Duolingo.

4) Reflecting

From the result of cycle I, it showed that there was an increasing of the result at pre-test and post-test I. The students were interested enough in learning process. Most of the students are interested in the material especially with the Duolingo app because this was new to them.

Based on the analyzed above, eventhough most of the students made improvement, the researcher wanted to continue this study in cycle II. Although the results of the cycle 1 have reached the minimum standard which is 80% of the students. The researcher want to help the 2 students who did not pass the minimum score. The researcher also want to improve all of students' vocabulary mastery skill in the next cycle and make sure that Duolingo is effective to improve vocabulary mastery. The researcher tried to get solution as follows:

- a) The researcher should manage class well
- b) The researcher also gave vocabulary word as a reference and not just focused on the Duolingo app
- c) The researcher asked the students to focus on the Duolingo app and don't open other app on phone.

b. Cycle II

The results of Cycle I showed notable success in improving students' vocabulary mastery, but the researcher remained committed to continuing the initiative in Cycle II. The driving force behind this decision was the researcher's unwavering dedication to improving and maximizing Duolingo's effectiveness in increasing students' vocabulary mastery. Despite initial success, there remains a persistent desire to deepen the learning process and gain more comprehensive information. The researcher really wanted to verify the long-term impact of Duolingo on vocabulary acquisition, promoting a learning environment that not only meets but exceeds the criteria for effectiveness. The decision to expand teaching into cycle II was driven by the constant pursuit of excellence in language teaching, ensuring that the benefits derived from Duolingo are not only immediate but also long-term, thereby contributing part to improve students' vocabulary proficiency. Cycle II is used to

overcome the weaknesses of Cycle I. The stages of Cycle II are as follows:

1) Planning

Based on the reflections made in cycle I, the researcher conducts action planning in cycle II as follows: preparation of materials, the preparation of items will be tested in the same way as post-test II at the end of the cycle, making observation sheets of student activities. The researcher also plans to give an assessment to measure students' mastery of the material given to them.

2) Acting

a) The first meeting

During cycle II, the researcher held three meetings. The first meeting takes place on Thursday 25 May 2023, starting at 7am and ending at 8:20am. In cycle II the researcher carried out a number of activities. When the bell rang, the researcher and students entered the classroom. The researcher greeted the students, prayed together, asked about their condition, and checked the attendance list. After that, the

researcher asked the students to take out paper and also phone.

The researcher asked the students to open Duolingo app and also wrote any English vocabulary they found from Duolingo app and the meaning in Bahasa Indonesia. After the students finished wrote the vocabulary, the researcher asked them to submit it. Then, the researcher asked to each student about vocabulary they wrote before. After this, the researcher asked the students to form a pair then came forward with their pair. The researcher asked these two students to ask each other in English or Indonesia then they have to translate it alternately. This method is also useful to improve students' vocabulary mastery skill.

At the end of the learning process, the researcher asked the students to practice more their vocabulary knowledge at home since Duolingo app is easy to use. Then, the researcher closed the meeting and then the researcher said goodbye to the students.

b) The second meeting

In the second meeting was conducted on Friday, May 26, 2023 started at 7.00 am and finished at 8.40 am. In this meeting the researcher started by greeted the students, praying together, asked the students condition, and checked the attendance list. After that, the researcher asked the students to open Duolingo app again and continue their progress in Duolingo. After the students done the exercise by did the task in Duolingo. The researcher asked the students to play “word chain game” in order to improve their vocabulary mastery skill. The researcher would write a random vocabulary and the students would continue to write any vocabulary by the last letter of the word written by the researcher before. after all students finished wrote the vocabulary, the researcher asked them the meaning in Bahasa Indonesia.

At the end of the learning process, the researcher ended the meeting. Then the researcher said goodbye to the students and they continued to study the next lesson.

c) The third meeting

In the third meeting was conducted on Saturday, May 27, 2023 started at 09.00 am and finished at 10.30 am. In this meeting the researcher started by greeted the students, asked the students condition, and checked the attendance list. The researcher gave post-test II as the end of cycle II. After the students complete the task, the researcher gave the students questionnaire paper to know their opinion about Duolingo app. then the researcher closing the learning process.

Cycle II was the last meeting the researcher thanks to the students and the teachers for helping the researcher do the research. Then the researcher said goodbye to the students and took picture together. Then, the students would continue the next lesson. The result of the students' score in post-test II can be seen in the following table:

Cycle II is the final meeting, the researcher thanks the students and teachers who helped the researcher in this research. The researcher then

said goodbye to the students and took a group photo. After that, students continue to study the next lesson. The results of the students' post-test II score are shown in the following table:

Table 4.6 The Students' Post-test II Result of Cycle II

No	Name	Score	Status
1	ATK	92	Passed
2	AYZ	92	Passed
3	ANA	92	Passed
4	AA	92	Passed
5	AOR	88	Passed
6	CN	92	Passed
7	DF	96	Passed
8	EPA	92	Passed
9	FF	92	Passed
10	FBJ	96	Passed
11	GIP	92	Passed
12	GN	96	Passed
13	IWS	88	Passed
14	LDA	72	Failed
15	MAA	88	Passed
16	NF	92	Passed
17	ORRW	76	Passed
18	RN	92	Passed
19	RAZ	92	Passed
20	RA	88	Passed
21	SIY	92	Passed
22	SAD	92	Passed
23	ZA	88	Passed
	Total	1.896	
	Average	90	
	Highest score	96	95,65% Passed
	Lowest score	72	4,35% Failed

Based on the data above the result of post-test II showed that there was only 1 student failed to achieve the minimum standard of mastery.

The highest score in post-test II was 96 and the lowest score was 72. But, the result of students' score was better with the average score 90 compared to the score in the post-test I in cycle I.

To know about the percentages from the score of post-test II can be seen on the table as follows:

Table 4.7 Frequency of Student' Score at Post-test II in Cycle II

No	Score	Frequency	Percentage	Category
1	≤ 75	1	4,35%	Failed
2	≥ 75	22	95,65%	Passed
	Total	23	100%	

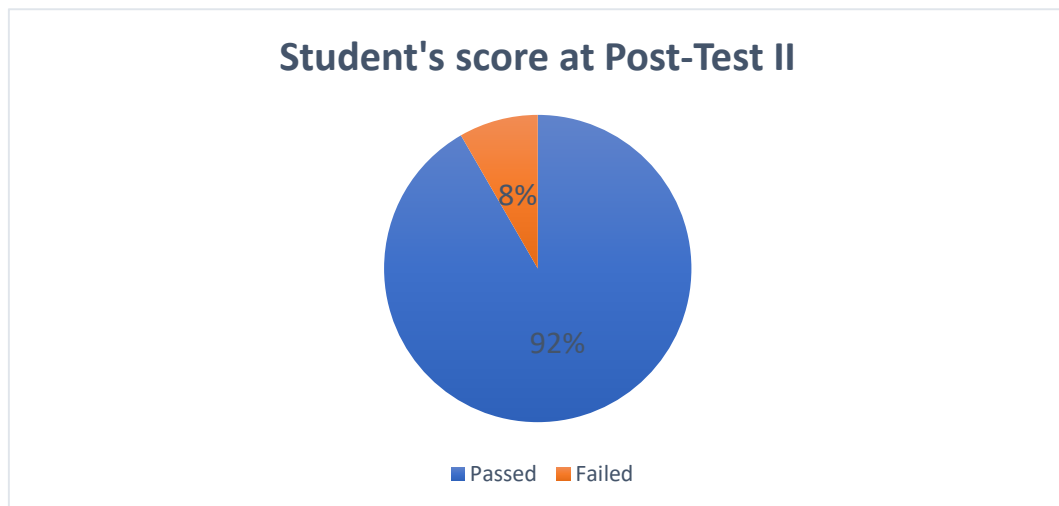


Figure 4. 4 Graph Frequency of Student' Score at Post-test II

Based on the data above, it can be seen that there was an improving from the score of post-test I and post-test II. The highest score was 96 and the lowest score was 72. According to standard score, more than 80% students has passed the test in cycle II. Most of students improved their knowledge in English vocabulary mastery skill. It means that cycle II was successful.

3) Observing

At this stage, the researcher uses two indicators to know the student's activities in the previous learning process. Based on the cycle II observation sheet, the

researcher pointed out that the learning process in cycle II was more successful than in cycle I. Data on student activities in cycle II were collected by the researcher from the previously prepared observation sheet. To know the results of observing student activities as follows:

Table 4. 8 The Result of the Students' Activity of Cycle II

No	Students' activity	Frequency	Percentage
1	The students are interested in learning vocabulary with Duolingo app	21	91,30%
2	The students make discussion to answer the question in Duolingo	20	86,96%
Total students		23	

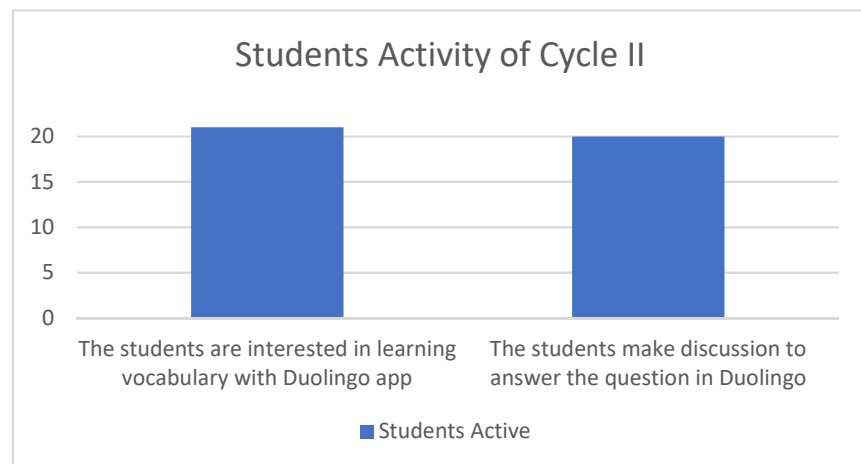


Figure 4. 5 Graph Frequency of Students' Activity of Cycle II

The data showed that most of the students active in learning process. There were 21 students (91,30%) interested in learning vocabulary with Duolingo app. Meanwhile 20 students (86,96%) make discussion to answer the question in Duolingo.

4) Reflecting

According to above observation, it can be inferred that using the Duolingo application to improve students' vocabulary mastery is good. The researcher examined students' scores before and after using the Duolingo app to improve students' vocabulary mastery. The researcher noted a significant improvement in the students' vocabulary test scores. Compare students' pre-test, post-test I and post-test II results. All students made progress in cycle II. From the above results, the researcher concluded that this study was successful and will not continue in the next cycle.

2. Students' Responses toward Duolingo Application as Learning Media

Students' use Duolingo app as the learning media in this research. As we know, Duolingo app able to improve their vocabulary mastery skill and their responses are positively good. We can see the data of Students' learning activity toward Duolingo app show that most of students are interested and enthusiastic in learning vocabulary using Duolingo app.

Table 4. 9 The Result of the Students' Activity Toward Duolingo app

No	Students' activity	Frequency	Percentage
1	The students are interested in learning vocabulary with Duolingo app	20	86,96%
2	The students make discussion to answer the question in Duolingo	18	78,26%
Total students		23	

The gathered data provides valuable insights into the students' engagement in the learning process. It is evident that a significant majority of the students exhibited a proactive approach to learning. Specifically, 20 students, comprising an impressive 86.96% of the total,

expressed a keen interest in enhancing their vocabulary through the utilization of the Duolingo app.

Furthermore, the data indicates that a substantial portion of the students actively participated in discussions as part of their learning strategy. A noteworthy 18 students, accounting for 78.26% of the total respondents, engaged in discussions to collaboratively address questions posed within the Duolingo platform. This collaborative learning approach not only showcases the students' commitment to the educational process but also highlights the effectiveness of interactive methods in fostering a deeper understanding of the subject matter.

The high percentage of students actively utilizing the Duolingo app for vocabulary improvement and engaging in discussions underscores the platform's effectiveness in catering to diverse learning preferences. This positive trend in student participation not only bodes well for the individual learners but also reflects positively on the efficacy of incorporating technology and interactive methods in the overall educational framework. As educators continue to explore innovative approaches, these findings provide valuable insights into the potential benefits of integrating technology-driven tools and collaborative strategies to enhance the learning experience for students.

Moreover, we can see the improvement in their Vocabulary test score in Pre-Test, Post-Test I and Post-Test II was conducted. As we can see in the table below:

Table 4. 10 Frequency of Students' Passed the test at Pre-test, Post-test I, Post-test II

No	Stage	Frequency	Percentage
1	Pre-test	15	65,22%
2	Post-test I	21	91,30%
3	Post-test II	22	95,65%

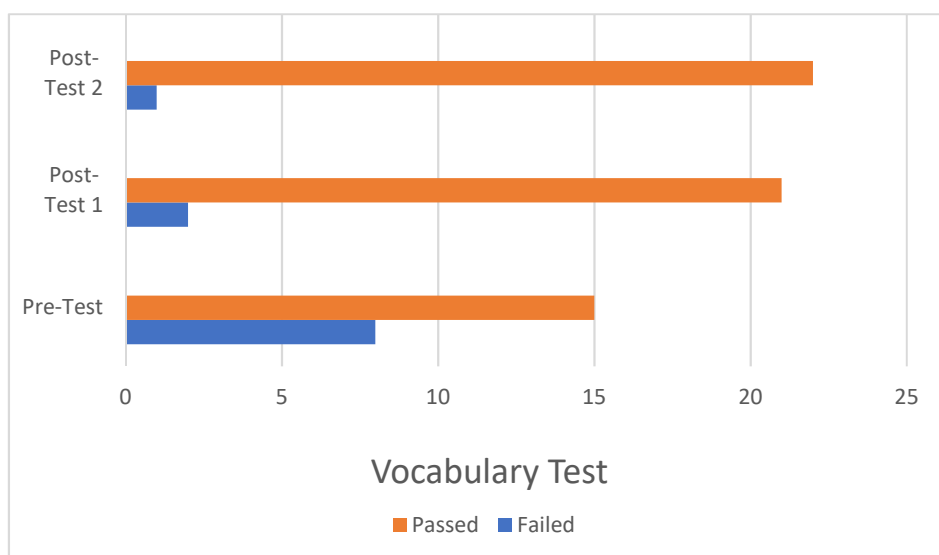


Figure 4.6 Graph frequency of Student' Score at Pre-test, Post-test I, Post-test II

The pre-test was given at the beginning of the research, the pre-test was 25 questions related to vocabulary test. After giving the pre-

test, the researcher did cycle I. In cycle I, after carrying out the planning and the action, the students were giving post-test I. In post-test I, the students were asked to do 25 questions related to vocabulary test. In addition, researcher also doing observing and reflecting. Observing is doing to see how interested students in using Duolingo app to improve students' vocabulary mastery. Reflecting is used to conclude the results of the research in cycle I will continue to the next cycle or not.

After the researcher got the results of students' scores in post-test I, the researcher compared with the results of the pre-test and the data obtained showed that there was an increase from the pre-test to post-test I, the results from post-test I showed that 21 of 23 students succeeded get a score above the minimum mastery criteria (MMC), this result is showing a good sign, but there's still 2 students who didn't pass and the researcher wanted to help them improve their score to reach the minimum mastery criteria (MMC). Learning process can be successful when 80% students got a minimum score of 75. The results from post-test I in cycle I show a good sign and the researcher believed this research need to be continue to cycle II to see more improvement and progress of the students' vocabulary mastery.

In cycle II, after completing planning and action, students receive post-test II. In Post-test II, as before, students must answer 25 questions related to the vocabulary test. In addition, the researcher also

conducts observing and reflecting. Observing is about seeing how interested students are in using the Duolingo app to improve their vocabulary mastery. Reflecting is used to conclude the data received in cycle II.

After the researcher got the data from post-test II, the data shows that the results of post-test II students' scores were improved while compared to post-test I. Based on the result above the researcher indicated that the learning process in cycle II was successful, there was 95,65% of students passed the test that the researcher given. It means the students' vocabulary mastery has been improved. After passing cycle I and cycle II the researcher can improve students' vocabulary mastery using Duolingo app.

B. Discussion

This part presents the discussion of the research findings. There are two research questions proposed in this research. The discussion focused on the finding of two proposed research questions. The first discussion is about using Duolingo app to improve students' vocabulary mastery of the 10th grade at MAN 4 Ngawi in the academic year 2022/2023. The second discussion is about the the students' responses toward Duolingo as learning media to improve vocabulary mastery. Below are the discussion of the research results.

1. Improving Students' Vocabulary Mastery using Duolingo app of the 10th grade students at MAN 4 Ngawi in the Academic year 2022/2023

Based on research conducted by a researcher using the Duolingo app. Some students learn vocabulary more easily. According to Brown (2003), the elements of speaking that you have to mastery are grammar, vocabulary, fluency, pronunciation, and comprehension. So, one of the necessary components of speaking is vocabulary. To understand and make good conversation with others we need to master vocabulary. Students who have difficulty learning English need a new learning strategy to facilitate their learning and understanding of English. The researcher chose the Duolingo application to deploy with students in learning and improving vocabulary mastery. The first thing the researcher did before using the Duolingo app was to give the students a pre-test. In this research, there were two cycles. Each cycle includes planning, action, observing and reflecting. In each cycle, the researcher gave a test in the form of post-test I and post-test II. During the action phase, the researcher started using the Duolingo app.

The Duolingo app contains multiple languages, the researcher asked students to start by choosing the language they want to learn or improve their vocabulary. Duolingo has many languages for you to choose from. After chose the target language, set specific goals to improve their vocabulary. Decide how many new words or phrases they

want to learn each day or week. Having clear goals will help them stay motivated and focused. Duolingo organizes content into lessons and modules that cover different topics and language skills. Start with the basics and progress systematically through the lessons. Pay attention to the vocabulary introduced in each lesson. Consistency is the key to improving vocabulary. Set aside specific time each day or week to practice on Duolingo. Even short daily sessions are more effective than occasional long sessions. Duolingo incorporates spaced repetition, which means it will periodically review previously learned words. Take advantage of this feature to improve students' memory of vocabulary items.

Reskyani (2021) in her journal "Online Learning Vocabulary by Utilizing Duolingo Application" explained there are 3 different implementations of Duolingo app as learning media

a. Highly Implemented

Students often use this Duolingo application outside of class or elsewhere to improve her English vocabulary, Student often uses it when they are at home, before going to school and in the class too.

b. Moderately Implemented

Students time that usually experienced when using the Duolingo game application was 15 to 20 minutes and usually, she gets 88%-100% depending on the progress.

c. Poorly Implemented

When Students got new vocabulary, when they leveled up, when they translated vocabulary into English or Indonesian, and during the English session. In this type, Students only use Duolingo when they have to.

Based on the research conducted by the researcher, it can be seen that research data has shown that students can improve their vocabulary mastery by using the Duolingo application. The data showed a significant increase since the researcher conducted the pre-test, with students scoring an average of 76.5. Then, when the researcher took the post-test I in cycle I, the students scored an average of 82.5. Based on the results of the post-test I of cycle I, it shows that students' ability to master vocabulary has improved, but the researcher must continue in cycle II. Although in Cycle I students demonstrated progress and most students passed, more than 80% of students were able to achieve the minimum mastery criteria (MMC), which was 75. Thus, the researcher continued cycle II and gave post-test II and the average score of students achieved in post-test II was 90.

In this study, after the researcher collected data from 23 students of class X-A, the data showed that using Duolingo application can improve students' vocabulary mastery, especially when studying English. This finding is match to Lionetti statement (2013) that one of Duolingo objective is to teach students to speak another language for free. In this case, Duolingo has succeeded in improving students' vocabulary mastery. Duolingo is easy to use, has fewer steps to complete the task, has an attractive design, and a simple display.

2. Students' Responses toward Duolingo Application as Learning Media

After observing students' interest in learning using the Duolingo application, the data obtained by the researcher showed that students became more interested in learning English through the Duolingo application. Most of the students seem satisfied with Duolingo as the learning media. Based on data the researcher obtained by successfully using the Duolingo application to improve students' vocabulary mastery. Anisa Dwi Tiara (2021) in her journal "The Students' Perception About Use of Duolingo Application for Improving English Vocabulary" found that Duolingo can be used across a variety of background experiences, but students still get started quickly. Duolingo also offers easy-to-understand instructions so students can use it easily. Duolingo's images are bright and attractive even though the images are not real images. Therefore, students rate positively that

The allure of Duolingo extends beyond its reputation for educational effectiveness; it also hinges on the app's visually appealing and user-friendly interface. A key factor contributing to its widespread popularity is the incorporation of a game-like structure that captivates students, immersing them in a learning environment that seamlessly blends entertainment with educational content. Duolingo's interface, characterized by its intuitive design, goes beyond merely facilitating an enjoyable learning experience; it caters to the diverse learning styles of students. This adaptability ensures that learners, irrespective of their individual preferences, can comfortably navigate and engage with the platform.

The interactive nature of the app transforms the process of vocabulary acquisition into a dynamic and participatory endeavor. By introducing elements of interactivity, Duolingo transcends the traditional boundaries of rote learning, making the journey to enhance vocabulary skills both stimulating and enjoyable. This unique approach fosters a positive attitude toward learning, as students no longer view vocabulary building as a mundane task but rather as an exciting and immersive experience.

In essence, Duolingo transcends the conventional educational paradigm by actively involving students in their learning journey. Through its innovative and engaging platform, the app has successfully redefined the way students approach language acquisition, transforming it into a lively and enjoyable exploration of new words and expressions. As a result,

students are not merely passive participants in a routine educational task but are, instead, enthusiastic and active contributors to their own linguistic development.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The aim of this study is to find out the Duolingo app can improve students' vocabulary mastery in learning English. Based on the result of the use of Duolingo app in teaching learning process in improving students' vocabulary mastery, it can be concluded that the Duolingo app can improve students in improving vocabulary mastery texts in the 10th grade of MAN 4 Ngawi.

The results of improving students' vocabulary mastery can be seen from the average value obtained in the vocabulary test. The average value was taken before and after treatment. First of all, the researcher conducted a pre-test and the average result of the pre-test was 76.5, which showed a good sign of the study. Second, the researchers conducted cycle 1 and gave students post-test I and the average score of post-test I was 82.5, this result was very good compared to the results at the time of pre-test. Progress from pre-test to post-test I was good and increased even though post-test I results met the minimum target. The researcher continued cycle II and gave the students post-test II and the average score of post-test II was 90. The results of post-test II met the requirements and met the goal and score. of the most students also increased. Therefore, we can say that cycle II was successful.

From the results of research that has been carried out by researcher showed that using Duolingo app is effective and able to improve students' vocabulary mastery. The scores of the students also increased from the pre-test, post-test I, post-test II. So, it can be concluded that the use of Duolingo app in improving students' vocabulary mastery was successful.

B. Suggestion

Based on the result of research, the researcher would like to give some suggestion as follows:

3. For the Teacher

Teachers must be able to find appropriate strategies or techniques for teaching writing to improve their learning strategy skills. By using the right strategies, students can improve their vocabulary mastery skills and develop their ideas through Duolingo.

4. For the Students

Students should learn more about English Vocabulary by improving their skills through Duolingo app. Study more and practice more in Duolingo, learning more vocabulary skills. First, students must have an interest in English to have fun learning English, especially vocabulary. Therefore, students can improve their vocabulary mastery skill through Duolingo.

5. For the other Researcher

For future researchers, this search is useful in identifying other research papers, so that this search can enrich references for further research. Other researchers also need to be more innovative and creative in their research on writing to find other factors that can improve vocabulary mastery skill.

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APPENDICES

Appendix 1. Lesson Plan

MENINGKATKAN VOCABULARY SISWA DENGAN DUOLINGO

Nama	Miftahul Jadid	Jenjang/Kelas	MA / X-A
Asal sekolah	MAN 4 Ngawi	Mapel	Bahasa Inggris
Alokasi waktu	6 pertemuan 480 menit	Jumlah siswa	23 siswa
Profil pelajar Pancasila yang berkaitan	<ul style="list-style-type: none"> ● Beriman ● Kreatif ● Kritis 	Model pembelajaran	Paduan antara tatap muka dan PJJ (<i>blended learning</i>)
Fase	E	Domain Mapel	<p>A. Menyimak dan Berbicara</p> <p>B. Membaca dan Memirsa</p> <p>C. Menulis</p>
Tujuan Pembelajaran	Untuk menambah vocabulary House, Fruit, animal, dan activity. Supaya siswa dapat memahami bahasa inggris lebih baik lagi		
Kata kunci	Vocabulary, Duolingo		
Deskripsi umum kegiatan	Mengembangkan kemampuan kosakata siswa dalam bahasa inggris menggunakan aplikasi Duolingo		
Materi ajar, alat, dan bahan	<p><i>Materi ajar adalah menggunakan aplikasi Duolingo sebagai media belajar bahasa inggris untuk mengembangkan pengetahuan kosa kata siswa. Alatnya Handphone, Laptop, Computer, LCD, Rekaman untuk Listening, Loud Speaker, Film/gambar, Power Point Presentation. Metode :Menyimak, diskusi kelompok, studi pustaka, role- play, penugasan individu dan kelompok. Sumber : Jaskova. (2014). Duolingo as a New Language-Learning Website and Its Contribution to ELearning Education. Masaryk University, Brno.</i></p>		

**Sarana
Prasarana**

1. Handphone, Laptop, LCD, Speaker
2. Akses internet untuk semua siswa
3. Whiteboard sebagai pendukung belajar siswa

Appendix 2
PRE-TEST

Na
me
:
Clas
s:

I. Translate the sentences below and choose the correct answer with crossing

(X) a,b,c, or d!

1. Para wanita itu memakan apel itu....
 - a. The women eat the apples
 - b. The women eats the apples
 - c. The woman eat the apples
 - d. The woman eats the apples

2. The lion eats meat....
 - a. Singa itu makan kue
 - b. Singa itu makan keju
 - c. Singa itu makan daun
 - d. Singa itu makan daging

3. Ayahku makan siang....
 - a. My father eats lunch
 - b. My father eat breakfast
 - c. My dad eat lunch
 - d. My dad eats breakfast

4. My sister and my brother are very hungry, so I nasi goreng for them.
 - a. Build
 - b. Eat
 - c. Cook
 - d. Kick

5. Aku membaca buku-buku....
 - a. I read some books
 - b. I read a few books
 - c. I read books
 - d. I read book book

6. Tell him that we support him....
 - a. Katakan padanya bahwa kami mendukungnya
 - b. Katakan padanya bahwa kami membencinya
 - c. Katakan padanya bahwa kami menunggunya
 - d. Katakan padanya bahwa kami menghormatinya

7. Kamu memakai sepotong gaun...
- | | |
|---------------------|---------------------|
| a. You wear a glove | c. You wear a skirt |
| b. You wear a pants | d. You wear a dress |
8. Where are my glasses?
- | | |
|----------------------|---------------------|
| a. Dimana gelasku | c. Dimana cangkirku |
| b. Dimana kacamataku | d. Dimana cerminku |
9. Kakak saya memakai rok dan kemeja....
- | |
|------------------------------------|
| a. My sister wear skirt and shirt |
| b. My sister wears shirt and skirt |
| c. My sister wears skirt and shirt |
| d. My sister wear shirt and skirt |
10. "My father's office receives letters from other towns".
The underlined word means....
- | | |
|----------|-----------|
| a. Gets | c. Drops |
| b. Takes | d. Brings |

II. Choose and write the suitable answer based on the words in the box !

1. The man drives the
2. The girls in the pool
3. The author writes
4. My grandfather reads
5. The is an animal
6. The man was arrested by the
7. My brother writes a to his friend
8. The woman wears her
9. I walk and he
10. We.....to our parents

Ant	Police	Letter
Newspaper	Car	Coat
Books	Swim	Walks
Respect	Change	Radio

III. Underlined the correct answer based on the words below!

1. My father always.....television every morning in living room.
(reads, listens, speaks, watches, writes)
2. Rudi did not study hard, so he did not the exam.
(change, read, take, pass, fail)
3. A : Can you help me?
B : Sure. What can I do for you?
A : Please, this bag to my room
B : Yes, sir.
(help, buy, bring, change, drag)
4. My father is a tailor. He sews and makes
(clothes, foods, cakes, books, tables)
5. You can find in your kitchen.
(spoon, television, sofa, pillow, bike)

KEY ANSWERS

I.

- | | |
|------|-------|
| 1. a | 6. a |
| 2. d | 7. d |
| 3. a | 8. b |
| 4. c | 9. c |
| 5. c | 10. a |

II.

- | | |
|--------------|-------------|
| 1. car | 6. police |
| 2. swim | 7. letter |
| 3. books | 8. coat |
| 4. newspaper | 9. walks |
| 5. ant | 10. respect |

III.

1. watchs
2. pass
3. bring
4. clothes
5. spoon

SOAL PRE-TEST

88

Name : Alvintony Anastasia .

Class : XA.

1. Translate the sentences below and choose the correct answer with crossing (X) a,b,c, or d!

1. Para wanita itu memakan apel itu....

- a. The women eat the apples c. The woman eat the apples
b. The women eats the apples d. The woman eats the apples

2. The lion eats meat....

- a. Singa itu makan kue c. Singa itu makan daun
b. Singa itu makan keju d. Singa itu makan daging

3. Ayahku makan siang....

- a. My father eats lunch c. My dad eat lunch
b. My father eat breakfast d. My dad eats breakfast

4. My sister and my brother are very hungry, so I nasi goreng for them.

- a. Build c. Cook
b. Eat d. Kick

5. Aku membaca buku-buku....

- a. I read some books c. I read books
b. I read a few books d. I read book book

6. Tell him that we support him....

- a. Katakan padanya bahwa kami mendukungnya
b. Katakan padanya bahwa kami membencinya
c. Katakan padanya bahwa kami menunggunya
d. Katakan padanya bahwa kami menghormatinya

7. Kamu memakai sepotong gaun...
- a. You wear a glove
 - b. You wear a pants
 - c. You wear a skirt
 - d. You wear a dress
8. Where are my glasses?
- a. Dimana gelasku
 - b. Dimana kacamataku
 - c. Dimana cangkirku
 - d. Dimana cerminku
9. Kakak saya memakai rok dan kemeja....
- a. My sister wear skirt and shirt
 - b. My sister wears shirt and skirt
 - c. My sister wears skirt and shirt
 - d. My sister wear shirt and skirt
10. "My father's office receives letters from other towns".
The underlined word means....
- a. Gets
 - b. Takes
 - c. Drops
 - d. Brings
- II. Choose and write the suitable answer based on the words in the box !
1. The man drives the CAR.
 2. The girls swim in the pool
 3. The author writes BOOKS.
 4. My grandfather reads NEWS PAPER
 5. The ANT is an animal
 6. The man was arrested by the POLICE.
 7. My brother writes a LETTER to his friend
 8. The woman wears her COAT
 9. I walk and he walks.
 10. We.....to our parents
Respect

Ant	Police	Letter
Newspaper	Car	Coat
Books	Swim	Walks
Respect	Change	Radio

III. Underlined the correct answer based on the words below!

1. My father always watchs television every morning in living room.
(reads, listens, speaks, watchs, writes)
2. Rudi did not study hard, so he did not Fail the exam.
(change, read, take, pass, fail)
3. A : Can you help me?
B : Sure. What can I do for you?
A : Please, help this bag to my room
B : Yes, sir.
(help, buy, bring, change, drag)
4. My father is a tailor. He sews and makes clothes.
(clothes, foods, cakes, books, tables)
5. You can find Spoon in your kitchen.
(spoon, television, sofa, pillow, bike)

Appendix 3

POST-TEST

Name :

Class :

I. Translate the sentences below and choose the correct answer with crossing

(X) a,b,c, or d!

1. Burung-burung itu memakan beras....
 - a. The bird eat the rice
 - b. The birds eats the meat
 - c. The bird eat the veggies
 - d. The birds eat the rice

2. There are two red cars....
 - a. Di sana ada 2 mobil merah
 - b. Di sana ada 2 motor merah
 - c. Di sana ada 2 lampu merah
 - d. Di sana ada 2 piring merah

3. Kemarin, kakakku pergi ke kota....
 - a. Yesterday, my brother went to city
 - b. Tomorrow, my brother go to city
 - c. Yesterday, my brother fly to city
 - d. Tomorrow, my brother swim to city

4. My father takes me to school, so I can English
 - a. Bring
 - b. Study
 - c. Make
 - d. Drink

5. My mother cooks vegies....
 - a. Ibuku memasak daging segar
 - b. Ibuku memasak sayuran
 - c. Ibuku memasak makanan sehat
 - d. Ibuku memasak jamur

6. Tell her that she is the only one....
 - a. Katakan padanya bahwa dia satu-satunya

- b. Katakan padanya bahwa aku membencinya
- c. Katakan padanya bahwa dia nomer satu
- d. Katakan padanya bahwa dia tidak satu-satunya

7. Kamu memakai sarung tangan...
- a. You wear a gloves c. You wear a skirt
b. You wear a pants d. You wear a dress
8. Where is my mirror?
- a. Dimana gelasku c. Dimana cangkirku
b. Dimana kacamataku d. Dimana cerminku
9. Ibu saya memakai rok dan kemeja....
- a. My mother wear skirt and shirt
b. My mother wears shirt and skirt
c. My mother wears skirt and shirt
d. My mother wear shirt and skirt
10. "My father's brings me lunch to school".
The underlined word means....
- a. Gets c. Drops
b. Takes d. Carry

II. Choose and write the suitable answer based on the words in the box !

1. The army bring the
2. My grandparents.....breakfast
3. The reporters create
4. My grandfather.....in the bedroom
5. The is a fish
6. My teacher.....me English
7. My uncle writes a to his friend
8. The woman wears her
9. The athletes are.....
10. We.....to our teacher

Shark	Gun	Letter
Newspaper	Car	Skirt
Sleep	Teachs	Eat
Running	Change	Radio

III. Underlined the correct answer based on the words below!

1. My mother always.....breakfast every morning in the kitchen.

(cooks, eats, drinks, watchs, sleeps)

2. Rudi studied hard, so he did..... the exam.

(change, read, take, pass, fail)

3. A : Can I help you?

B : Sure. I need some medicine

A : Alright, please a moment

B : Yes, sir.

(wait, bring, bring, change, drug)

4. My father is a driver. He.....a car

(drives, controls, cakes, brings, rides)

5. You can find in your living room.

(spoon, television, bed, pillow, bike)

KEY ANSWERS

I.

- | | |
|------|-------|
| 1. d | 6. a |
| 2. a | 7. a |
| 3. a | 8. d |
| 4. b | 9. c |
| 5. b | 10. d |

II.

- | | |
|--------------|-------------|
| 1. gun | 6. teacher |
| 2. eat | 7. letter |
| 3. newspaper | 8. skirt |
| 4. sleep | 9. running |
| 5. shark | 10. respect |

III.

1. cooks
2. pass
3. wait
4. drives
5. television

92

SOAL POST-TEST

Name : RAHAN NOVALDI

Class : X^A

1. Translate the sentences below and choose the correct answer with crossing (X) a,b,c, or d!
 1. Burung-burung itu memakan beras....
 - a. The bird eat the rice
 - b. The birds eats the meat
 - c. The bird eat the veggies
 - d. The birds eat the rice
 2. There are two red cars....
 - a. Di sana ada 2 mobil merah
 - b. Di sana ada 2 motor merah
 - c. Di sana ada 2 lampu merah
 - d. Di sana ada 2 piring merah
 3. Kemarin, kakakku pergi ke kota....
 - a. Yesterday, my brother went to city
 - b. Tomorrow, my brother go to city
 - c. Yesterday, my brother fly to city
 - d. Tomorrow, my brother swim to city
 4. My father take me to school, so I can English
 - a. Bring
 - b. Study
 - c. Make
 - d. Drink
 5. My mother cooks vegies....
 - a. Ibuku memasak daging segar
 - b. Ibuku memasak sayuran
 - c. Ibuku memasak makanan sehat
 - d. Ibuku memasak jamur
 6. Tell her that she is the only one....
 - a. Katakan padanya bahwa dia satu-satunya
 - b. Katakan padanya bahwa aku membencinya
 - c. Katakan padanya bahwa dia nomer satu
 - d. Katakan padanya bahwa dia tidak satu-satunya

7. Kamu memakai sarung tangan...
- | | |
|--|--|
| <input checked="" type="checkbox"/> a. You wear a gloves | <input type="checkbox"/> c. You wear a skirt |
| <input type="checkbox"/> b. You wear a pants | <input type="checkbox"/> d. You wear a dress |

8. Where is my mirror?
- | | |
|---|--|
| <input type="checkbox"/> a. Dimana gelasku | <input type="checkbox"/> c. Dimana cangkirku |
| <input type="checkbox"/> b. Dimana kacamataku | <input checked="" type="checkbox"/> d. Dimana cerminku |

9. Ibu saya memakai rok dan kemeja....
- a. My mother wear skirt and shirt
 b. My mother wears shirt and skirt
 c. My mother wears skirt and shirt
 d. My mother wear shirt and skirt

10. "My father's brings me lunch to school".
 The underlined word means....
- | | |
|--|-----------------------------------|
| <input type="checkbox"/> a. Gets | <input type="checkbox"/> c. Drops |
| <input checked="" type="checkbox"/> b. Takes | <input type="checkbox"/> d. Carry |

II. Choose and write the suitable answer based on the words in the box !

1. The army bring the gun
2. My grandparents eat breakfast
3. The reporters create newspaper
4. My grandfather sleep in the bedroom
5. The shark is a fish
6. My teacher teach me English
7. My uncle writes a letter to his friend
8. The woman wears her skirt
9. The athletes are running
10. We respect to our teachers



Shark	Gun	Letter
Newspaper	Car	Skirt
Sleep	Teachs	Eat
Running	Change	Radio

III. Underlined the correct answer based on the words below!

1. My mother always.....breakfast every morning in the kitchen.
(cooks, eats, drinks, watches, sleeps)
2. Rudi studied hard, so he did..... the exam.
(change, read, take, pass, fail)
3. A : Can I help you?
B : Sure. I need some medicine
A : Alright, please a moment
B : Yes, sir.
(wait, bring, bring, change, drug)
4. My father is a driver. He.....a car
(drives, controls, cakes, brings, rides)
5. You can find in your living room.
(spoon, television, bed, pillow, bike)

SOAL POST-TEST II

Name :

Class :

I. Translate the sentences below and choose the correct answer with crossing

(X) a,b,c, or d!

1. Buku itu di atas meja....
 - a. The book is on the table
 - b. The book is in the table
 - c. The book are from the table
 - d. The book are under the table

2. That boy brings bag....
 - a. Cowok itu membuang tas
 - b. Cowok itu membawa tas
 - c. Cowok itu memberikan tas
 - d. Cowok itu membeli tas

3. Besok, Ibuku akan memasak ayam goreng....
 - a. Yesterday, my mother will cut fried chicken
 - b. Tomorrow, my mother will buy fried chicken
 - c. Yesterday, my mother will eat fried chicken
 - d. Tomorrow, my mother will cook fried chicken

4. I take some fruits from my garden, so I can eat.... In the school
 - a. Bread
 - b. Burger
 - c. Milk
 - d. Banana

5. My Mother cooks meatball....
 - a. Ibuku memasak daging segar
 - b. Ibuku memasak roti
 - c. Ibuku memasak telur
 - d. Ibuku memasak bakso

6. You will never walk alone....
- a. Kamu tidak akan pernah berjalan sendirian
 - b. Kamu tidak akan pernah berjalan
 - c. Kamu tidak akan pernah sendirian
 - d. Kamu tidak akan pernah sendiri di perjalanan
7. Kamu menggunakan masker...
- a. You wear a gloves
 - b. You wear a pants
 - c. You wear a mask
 - d. You wear a dress
8. I have a long table
- a. Aku punya meja yang panjang
 - b. Aku punya kursi yang lebar
 - c. Aku punya lemari yang tinggi
 - d. Aku punya kabel yang panjang
9. Ayahku sedang memperbaiki sepedaku....
- a. My father is repairing my bike
 - b. My father is using my bike
 - c. My father is buying me bike
 - d. My father is asking me bike
10. "My father fixs my bike".
- The underlined word means....
- a. Repair
 - b. Use
 - c. buy
 - d. ask

II. Choose and write the suitable answer based on the words in the box !

1. My father is fishing in the
2. My teacher asks me to.....on the book
3. The.....is so hot today
4. My bike is....., I need to fix it
5. My hobby is.....ball
6. The tourist..... English fluently
7. My mother me a new bike yesterday
8. The man wear when it's raining
9. I.... water when I am thirsty
10. I.... last night before the exam

River	Playing	Letter
Write	Speak	Drink
Weather	Bought	Eat
Broke	Coat	Studied

III. Underlined the correct answer based on the words below!

1. My brother.....from school last year.

(graduated, finished, done, back, go)

2. Ronaldo..... football last night.

(played, bought, run, passed, failed)

3. A : Mom I am hungry

B : Do you want pasta?

A : Anything but pasta

B : Ok, do you want to.....chicken

(cut, bring, cook, drink, eat)

4. My brother is a rider. He.....a motorcycle

(drives, controls, cakes, brings, rides)

5. You can find me at....., after school

(home, internet, bed, plane, station)

KEY ANSWERS

I.

- | | |
|------|-------|
| 1. a | 6. a |
| 2. b | 7. c |
| 3. d | 8. a |
| 4. d | 9. a |
| 5. d | 10. a |

II.

- | | |
|------------|-------------|
| 1. River | 6. Speak |
| 2. Write | 7. Bought |
| 3. Weather | 8. Coat |
| 4. Broke | 9. Drink |
| 5. Playing | 10. Studied |

III.

1. graduated
2. played
3. eat
4. rides
5. home

SOAL POST-TEST II

92

Name : Gilang Indra Prabana

Class : X-A

1. Translate the sentences below and choose the correct answer with crossing (X) a,b,c, or d!
- Buku itu di atas meja....
 a. The book is on the table c. The book are from the table
b. The book is in the table d. The book are under the table
 - That boy brings bag....
a. Cowok itu memhuang tas c. Cowok itu memberikan tas
 b. Cowok itu membawa tas d. Cowok itu membeli tas
 - Besok, Ibuku akan memasak ayam goreng....
a. Yesterday, my mother will cut fried chicken
b. Tomorrow, my mother will buy fried chicken
c. Yesterday, my mother will eat fried chicken
 d. Tomorrow, my mother will cook fried chicken
 - I take some fruits from my garden, so I can eat.... In the school
a. Bread c. Milk
b. Burger d. Banann
 - My Mother cooks mentball....
a. Ibuku memasak daging segar c. Ibuku memasak telur
b. Ibuku memasak roti d. Ibuku memasak bakso
 - You will never walk alone....
 a. Kamu tidak akan pernah berjalan sendirian
b. Kamu tidak akan pernah berjalan
c. Kamu tidak akan pernah sendirian
d. Kamu tidak akan pernah sendiri di perjalanan

7. Kamu menggunakan masker...
- a. You wear a gloves
 - b. You wear a pants
 - c. You wear a mask
 - d. You wear a dress

8. I have a long table
- a. Aku punya meja yang panjang
 - b. Aku punya kursi yang lebar
 - c. Aku punya lemari yang tinggi
 - d. Aku punya kabel yang panjang

9. Ayahku sedang memperbaiki sepedaku....
- a. My father is repairing my bike
 - b. My father is using my bike
 - c. My father is buying me bike
 - d. My father is asking me bike

10. "My father fixes my bike".
The underlined word means....

- a. Repair
- b. Use
- c. buy
- d. ask

II. Choose and write the suitable answer based on the words in the box !

1. My father is fishing in the River
2. My teacher asks me to write on the book
3. The weather is so hot today
4. My bike is broken, I need to fix it
5. My hobby is playing ball
6. The tourist speaks English fluently
7. My mother bought me a new bike yesterday
8. The man wear coat when it's raining
9. I drink water when I am thirsty
10. I studied last night before the exam

River	Plying	Letter
Write	Speak	Drink
Weather	Bought	Eat
Broke	Coat	Studied

III. Underlined the correct answer based on the words below!

1. My brother.....from school last year.
(graduated, finished, done, buck, go)
2. Ronaldo..... football last night.
(played, bought, run, passed, failed)
3. A : Mom I am hungry
B : Do you want pasta?
A : Anything but pasta
B : Ok, do you want to....chicken
(cut, bring, cook, drink, eat)
4. My brother is a rider. He.....a motorcycle
(drives, controls, cakes, brings, rides)
5. You can find me at....., after school
(home, internet, bed, plane, station)

Appendix 5.
Pictures of Research

