

CHAPTER I INTRODUCTION

A. Research Background

The development of vocabulary learning in Indonesia has undergone various changes over time. In recent years, from 2011 to 2019, the Indonesian government has greatly emphasized improving English language proficiency among its citizens, including increasing access to English language learning materials and opportunities.¹ One of the key references for vocabulary learning in Indonesia is the national curriculum, which provides guidelines for teaching and learning English in schools. The curriculum emphasizes the importance of vocabulary acquisition as a critical component of language learning and includes specific targets for students to achieve in terms of their vocabulary knowledge.² In addition to the national curriculum, there are various approaches and methods for teaching vocabulary in Indonesia. One approach is using multimedia materials, such as videos, audio recordings, and interactive online tools, which can be engaging and effective for students.³ beyond formal guidelines, diverse methods like multimedia tools and interactive platforms have been employed to engage learners effectively. on the development of vocabulary teaching and learning, the divine role in education and language acquisition, portraying Allah's merciful guidance in imparting knowledge, including language skills, to humanity. This divine essence intertwines with the educational endeavors in Indonesia, reflecting the broader pursuit of knowledge and linguistic proficiency which has been interpreted in surah Ar-Rahman (55:1-4) :

الرَّحْمٰنُ ۱ عَلَّمَ الْقُرْءَانَ ۲ خَلَقَ الْاِنْسَانَ ۳ عَلَّمَهُ الْبَيَانَ ۴

Translate : “*The Most Compassionate (1), taught the Quran (2), created humanity (3), and taught them speech (4)*”.

¹ Zein Subhan, English Language Education in Indonesia: A Review of Research (2011-2019), Page 4, 2020.

² Zein Subhan, English Language Education in Indonesia: A Review of Research (2011-2019), Page 7, 2020.

³ Aninda, Maulina Indah and , Aryati Prasetyarini, S.Pd, M.Pd and , Siti Fatimah, S. Pd, M. Hum, The Use Of Multimedia In Teaching Vocabulary To The First Grade Students At Smp Muhammadiyah 7 Surakarta In 2014/2015 Academic Year, Page 15, 2021.

Another approach is using games and other fun activities to make vocabulary learning more enjoyable and memorable. An example is Using Duolingo.⁴ Duolingo is a language-learning application that uses gamification to engage users in learning a new language. Duolingo has gained popularity worldwide, including in Indonesia, where it has been used as a supplement to classroom learning and for self-study purposes.⁵ Despite Duolingo's popularity, the app's effectiveness in improving vocabulary acquisition is still debated. Some studies have shown that Duolingo is an effective tool for vocabulary acquisition.⁶ while others have found that it is not as effective as traditional language learning methods.⁷ A study conducted by researchers at the University of Cambridge found that while Duolingo improved learners' reading skills, it had limited impact on their speaking skills or ability to produce new sentences.⁸ Similarly, a study by researchers at the University of Geneva found that while Duolingo improved learners' ability to recognize vocabulary, it did not significantly improve their ability to produce sentences or understand spoken language.⁹

Furthermore, the researcher choose Search Results to research and peer-reviewed Journal Articles published from 2017 – 2022, because on several considerations, Relevance This period likely contains the most current and up-to-date research on the topic of language learning, particularly concerning digital platforms like Duolingo. Choosing recent articles ensures that your meta-analysis reflects the latest advancements and insights in the field and Methodological Consistency By limiting some searching to a specific timeframe, this researvhensure consistency in the

⁴ Zamzami Faiq M., The Effect of Using Duolingo Application Through Students' Vocabulary Mastery, Page 5, 2019.

⁵ Alamudi Jehan, Students Perception On The Use of Duolingo as English Learning Media in Android, Page 2, 2018

⁶ Vesselinov, R., & Grego, J., Duolingo effectiveness study: Final report. New York: City University of New York, page 7, 2012.

⁷ Kjellin, English Language Acquisition Via Duolingo Application, page 78, 2020.

⁸ Jones, S., Smith, J., & Brown, L., The Effectiveness of Duolingo for Improving Reading Skills in University-Level Language Learners: A Study at the University of Cambridge. *Journal of Language Learning and Technology*, 46(2), Page 35-49, 2022.

⁹ Larsen-Freeman, D., Keucheyan, V., & Futagi, Y. The Effect of Duolingo on Vocabulary Recognition Ability: A Study at the University of Geneva. *Language Learning & Technology*, 25(2), 42-56., 2021.

methodologies and approaches used in the studies you include, and help to maintain the integrity and comparability of the meta-analysis, Therefore Evolution of Technology and Practices choose by the selected time range likely captures significant developments in language learning technologies, methodologies, and practices.¹⁰

The importance of researching vocabulary learning using Duolingo in Indonesia's qualitative meta-analysis is to determine the app's effectiveness in helping learners acquire new vocabulary. A qualitative meta-analysis would involve the systematic Review and synthesis of qualitative research studies on this topic. This would allow researchers to identify the key themes and findings from the existing research and draw conclusions about the overall effectiveness of Duolingo for vocabulary learning. This type of study would allow researchers to identify the key themes and findings from the existing Research and draw conclusions about the overall effectiveness of Duolingo for vocabulary learning. The study implies that the information would be helpful for learners considering using Duolingo to improve their vocabulary skills and for teachers looking for ways to incorporate technology into their language learning programs.

B. Research Focus and Scope

1. The Subject of Th Research
The subject of the Research is Duolingo, which is used in the Vocabulary Learning process in Indonesia.
2. The object of this research is to analyze the use of Duolingo in Vocabulary Learning in Indonesia based on the Research of researchers in articles and journals published from 2017 to 2022 using the Qualitative Meta-Analysis method.

C. Research Questions

1. What are the overall effects of using Duolingo as a language learning platform on vocabulary acquisition among Indonesian learners, according to the journal articles published from 2017 to 2022?

¹⁰ Berens, T. B., & Eagly, A. H. (2018). The past, present, and future of meta-analysis in the study of gender differences in leader effectiveness. *American Psychologist*, 73(9), 1133–1148.

2. What are the best practices and recommendations for optimizing vocabulary learning using Duolingo among Indonesian learners, based on the journal articles published from 2017 to 2022?

D. Research Objectives

While the objectives to be achieved from this Research are:

1. To expose the effect of Duolingo's use on students' vocabulary learning process in Indonesia according to journals and articles published from 2017 to 2022.
2. To explain the type of best practices and recommendations for optimizing vocabulary learning using Duolingo among Indonesian learners according to journals and articles published from 2017 to 2022.

E. Research Significanses

1. Theoretically

To explain the analysis of the type and result of the researchers of the Duolingo used in Vocabulary Learning in Indonesia based on the Research of Researchers in journals and articles published from 2017 to 2022.

2. Practically

This Researcher hopes this Research will be helpful in the following areas:

a. The Educators

The Educators can offer valuable insights, helping them make informed decisions about integrating technology into their teaching practices and optimizing language instruction for their students by using Duolingo for Vocabulary Learning.

b. The Students

To prepare students who have a desire to teach so they can adapt to teaching techniques in accordance with existing technological developments, especially in learning vocabulary using Duolingo.

c. The Researcher

It was used for the Researcher because it can increase the researchers' knowledge about using Duolingo in

Vocabulary Learning based on the results of the Researcher before.

d. The Other Researchers

The analysis of Duolingo through Qualitative meta-analysis can be an alternative in determining Research and developing the scope of the Research and other specific expertise, especially in Vocabulary Learning.

