CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Teaching of Vocabulary

According to Purnawan, Padmadewi & Budiarta (2022), vocabulary can be defined as a meaningful group of words or the total number of words in a language. It refers to the collection of words and terms that a person knows and understands in a particular language. It is one of the most essential skills that we need to learn a language. Nursyamsiyah (2020) stated that vocabulary is the main key that someone must have in learning a language. It is crucial to be mastered by the learner to understand the language. Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings (Susanto, 2017). Dakhi & Fitria (2019) stated that vocabulary is the basis for communication. Having a strong and diverse vocabulary is essential for effective communication and language proficiency. This allows individuals to choose the most appropriate words to express their ideas, convey meaning accurately, and understand the messages of others. It can be concluded that vocabulary is particularly important for education and everyday life, a lack of understanding of vocabulary can cause someone to have difficulty communicating or understanding something.

According to Susanto (2017), teaching vocabulary is considered one of the most discussed parts of teaching English as a foreign language. This shows that vocabulary is a very important component in learning a foreign language. Irawan, Wilson & Sutrisno (2020) stated, vocabulary is also taught to support language skills. It serves as the building block of language, enabling individuals to express their thoughts, understand others, and communicate effectively. Vocabulary plays an important role in language development and acquisition, influencing various aspects of an individual's life, from academic success to professional achievement. Furthermore, Susanto (2017) added that vocabulary skill is often considered a critical aspect of foreign language learners as limited vocabulary in a second language impedes successful communication. Vocabulary acquisition and development occurs through a variety of means, including exposure to spoken

language, reading, explicit instruction, and context-based learning. In addition, vocabulary teaching is an essential aspect of language education that significantly influences language proficiency, communication skills, reading comprehension, and academic success. By equipping students with a broad and nuanced lexicon, educators provide them with the tools to express themselves accurately, understand complex texts, and engage in meaningful interactions.

As a matter of fact, however, in teaching vocabulary, there will be some problems. Teachers may have a problem with how to teach students to get satisfactory results. Teachers should pay attention that teaching vocabulary as something new and different from students' native language. Suardi and Sakti (2019) stated, the teacher also has to take care that teaching English to young learners is different from adults. The young learner needs more attention and different treatment than teaching the adult. According to Purnawan, Padmadewi & Budiarta (2022), the use of monotonous media will make students get bored faster and unmotivated during the learning process. In some cases, teachers may lack the technical skills or training needed to use instructional media effectively in their classrooms. They may face difficulties navigating and integrating technology into their teaching practice, hindering their ability to incorporate media-based learning for vocabulary instruction. This statement is also supported by Tamrin, Azkiya & Sari (2017), most teachers cannot use media for various reasons such as not being used to using media in learning and not knowing how to use it. This problem usually occurs in teachers who are old and not yet skilled in applying learning media or teachers who don't care about the use of media in learning because of their lack of creativity in choosing media. This kind of teacher will usually only teach in an old-fashioned way of learning which will only make students feel bored quickly and have no enthusiasm for learning. Even though the existence of these various media can make it easier for students to master various English vocabulary. From this, it can be concluded that the biggest problem faced when teaching vocabulary is the lack of adequate conveying learning.

2.2 Teaching Media of Vocabulary

In the digital era, the use of media in education is increasingly widespread and has an impact. Integrating media into teaching practice offers many benefits, enriches the learning experience and engages students in meaningful ways. Mandasari & Aminatun (2022) stated that the use of digital tools or media for teaching is really varied in manyhw ways, including in teaching English since English is such a complex thing to learn. Furthermore, Tamrin, Azkiya & Sari (2017) stated implementation of learning that is supported by the use of appropriate learning media will provide stimulation that can motivate students. In conclusion, teaching media helps students to get the material clearly. By using media, students will be more interested in classroom activities. One more important thing is that by using media, teachers will present the material quickly and more enjoyable than just delivering the material in a conservative way.

2.2.1 Type of Teaching Media

There are various kinds of media that can be used in the teaching vocabulary. According to Nancy, Parimala & Livingston (2020), teaching media refers to the intentional use of various forms of media, such as images, videos, audio clips, interactive presentations, and online resources, to enhance the teaching and learning process. In teaching vocabulary, the teacher must be able to provide appropriate media for learning. It requires media that is fun and keeps students active in learning so students don't feel bored. One of the media that is suitable for teaching vocabulary is audio-visual media. Winarto, Syahid & Saguni (2020) stated that audio-visual media refers to any form of media that combines both audio and visual elements to convey information or entertainment. Then, Helnita, Yus & Dewi (2021) add that audiovisual is a branch of visual communication design, audio-visual media that includes two types of media, namely audio and visual, audiovisual media has the properties to increase understanding, and perception, strengthen or give knowledge and increase memory retention. By combining both auditory and visual elements, audio-visual aids engage students on multiple sensory levels, promote comprehension, and create an interactive learning environment. This

media will greatly assist teachers in implementing learning because it can attract students' attention so that students' attention in learning will be maximized.

In applying media to learning activities, the teacher may face some problems. As mentioned by Hidayati, et al., (2021), the student's dependence on old learning style such as direct explanation from the teacher makes learning using technology ineffective. This can happen because of the lack of adequate media and students' understanding of the use of media. Moreover, if the students do not have adequate media, it will also hinder their learning. Students who are used to old-style of learning will experience difficulties in using media and prefer to use the old way. This statement is also supported by Hidayati & Diana (2019), due to their small screens, mobile devices such as smartphones, in particular, have limited interfaces. Students who are not used to learning using technology need a long time to adapt. Moreover, the use of this media will take a long time in learning, which can make students feel uncomfortable and unable to do learning properly. In addition to the problems faced by students, teachers can also face problems in implementing learning media. As Nursyamsiah (2020) stated, the lack of media to support learning makes students not accustomed to using technology as a medium for learning. Schools that cannot support teachers to use their creativity in using media also disrupt learning. Lack of access to media in schools that should be provided to support learning, makes learning not run well. From some of the problems above, it can be concluded that problems can come from both parties, both from students and teachers who have difficulties in using media.

2.3 The Use of Duolingo in Teaching Vocabulary
2.3.1 The Concept of Duolingo

Duolingo is a popular language-learning platform and mobile application that offers a gamification to language learning. It provides users with a range of interactive exercises, quizzes, and lessons to develop their skills in various languages. Abinabin & Andas (2022) stated, Duolingo is beneficial for those who want to learn a new language as it is easily accessible and offers multiple languages. This is because Duolingo combines a variety of exercises and activities to facilitate language acquisition. These exercises often include translating sentences, choosing

the right words or phrases, matching pictures to words, listening to audio clips, and speaking into the microphone for pronunciation practice. The platform provides immediate feedback to users, enabling them to track their progress and identify areas for improvement. One of the notable features of Duolingo is its gamification elements. Users earn points, virtual currency, and experience levels as they complete lessons and exercises. They can also unlock achievements and compete with friends or other learners on leaderboards. The gamified approach adds an element of fun and motivation, encouraging users to engage in regular language practice.

2.3.2 The Benefits of Using Duolingo

Duolingo provides a convenient and accessible way to learn languages. It is available as a mobile app and web platform, allowing learners to access their language courses anytime and anywhere. This flexibility fits well with busy schedules and enables learners to incorporate language practice into their daily routines. Using Duolingo for language learning offers several benefits that contribute to its popularity among students.

1. Duolingo uses gamification elements in the learning

    Irawan, Wilson & Sutrisno (2020) stated that Duolingo incorporates elements of gamification, turning language learning into an engaging and fun experience. Users earn points, virtual currency, and experience levels as they progress through lessons and complete exercises. The gamified approach encourages regular practice, motivates students, and creates a sense of accomplishment. Then, Duolingo also presents a variety of exercises that can help students learn. Moreover, Putri & Islamiati (2018) stated that Duolingo is a strong learning method since it heavily encourages learning systems using game mechanics strategies to generate guard incentives for students to learn. Very much in the style of computer games, where players must complete a level. The language tree level is completed by the student. Once the student has mastered the prior content, the following lesson can be opened. Users can complete a variety of exercises, including writing, listening, speaking through a microphone, and many more alternatives.

2. Duolingo provides many lessons on the learning

   According to Nushi & Eqbali (2017), Duolingo provides the students with a placement test. If the students are new to the language, they start with the basics. There are many types of exercises, such as (a) translation exercises, in which students translate from the language they know to the language they want to learn; (b) matching exercises, where students look at a photo and match it with the word given; (c) pair practice, in which the students are given an even number of equivalent words from both languages and asked to pair them; (d) listening exercise, in which the students listen to short phrases in the second language and has to type them correctly; and (e) speaking practice, where students have to say what they hear. With many exercise variants and gamification styles, it can support students when learning with Duolingo. Students will not get bored quickly and are more eager to improve their knowledge.

3. Duolingo could remind the students to continue the learning

   Nushi & Eqbali (2017) point out that Duolingo also reminds the students to exercise and complete their daily goals by sending push notifications to their phones. They are informed by Duolingo of this at a specified time each day. They can tell Duolingo when to remind them, for instance at 7:00 pm, if they are busy at that time of day (at work, running errands, sleeping, etc.), and if that time comes and goes and they haven't achieved their daily goal by then, they will get this reminder.

4. Duolingo shows our progress to help students managed the learning

   According to Purwanto & Syafryadin (2023), the language-learning tools available on Duolingo are state-of-the-art. As a result, students may better comprehend their lessons, develop an interest in them, and love learning. They have a selection of languages on Duolingo. They can also see information on Duolingo about their progress, including how many points they have earned, any patterns they have seen, and how much time they have spent.

2.3.3 The Procedure of Using Duolingo in Teaching Vocabulary

Using Duolingo as a medium in teaching vocabulary can be an effective way to enhance students' vocabulary mastery Hidayati, et al., (2021) present step-by-step procedure for incorporating Duolingo in teaching vocabulary.

1. *Introduce Duolingo to students*: Familiarize students with Duolingo by explaining its purpose and features. Give an overview of how it can help them practice and strengthen their vocabulary learning.

2. *Set learning goals*: Set specific vocabulary goals for the lesson or unit. Choose a target word or phrase that aligns with the student's curriculum and proficiency level.

3. *Assign custom Duolingo lessons or modules that fit the vocabulary being taught*: Duolingo offers a variety of vocabulary-themed lessons and exercises, enabling students to practice and strengthen their understanding of target words.

4. *Track progress*: Track student progress on Duolingo. You can monitor their lesson completion, scores, and areas assigned to them where they may need additional support. Duolingo provides a teacher dashboard that allows you to track student performance.

5. *Assess progress*: Evaluate students' vocabulary learning progress by administering quizzes or assessments focused on target words covered in Duolingo. This will help you gauge their understanding and identify areas that may need further attention.

6. *Give feedback*: Provide constructive feedback about students' performance on Duolingo and in-class activities. Resolve any misunderstandings, clarify doubts, and offer guidance for improvement. Encourage students to reflect on their learning experiences and identify strategies that worked well for them.

By following this procedure, teachers can effectively integrate Duolingo into their vocabulary teaching approach. It allows students to engage with language

in a fun and interactive way, promotes independent learning, and provides opportunities for reinforcement and assessment of vocabulary knowledge.