THE EXPLORATION OF DUOLINGO APPLICATION FOR VOCABULARY BUILDING OF PRE-SERVICE TEACHERS

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ABSTRACT

This study aims to explore the use of the Duolingo Application for English vocabulary building for Pre-service English teachers at a private University in Jakarta. It uses a quantitative approach by distributing questionnaires to these prospective teachers. The questionnaire is to obtain comprehensive information from the respondents. There are five main aspects. The first is the evaluation of the effectiveness of using the Duolingo App in their vocabulary building. Second, it is an assessment of the ease of using the Duolingo Application as a learning tool. Third, the features in the application are evaluated, which one is the most useful for Vocabulary Building. Fourth is responses about barriers or obstacles that may be encountered in using the application to enrich English vocabulary. Finally, it is about the proposed solutions to overcome the obstacles. Data collection is at the university environment, particularly among Pre-service teachers who have experience in using Duolingo. The data analysis will involve quantitative descriptive methods to present the findings descriptively and provide an in-depth picture of the extent of utilization of the Duolingo App for Vocabulary building. The result is to provide an overview of the extent of utilization of the Duolingo App specifically for vocabulary building.

Keywords: Duolingo, Vocabulary building, Pre-service English teachers

INTRODUCTION

Building of vocabulary plays an instrumental role in successful language acquisition. An extensive vocabulary breadth and depth empower language learners to communicate verbal and written ideas effectively, comprehend academic materials, actively participate in intellectual discussions, and generally utilize the target language accurately and fluently across contexts (Aba, La; Pontoh, 2022). In contrast, limited vocabulary significantly impedes one's language proficiency and effective language learning (Wintolo et al., 2023). The students' vocabulary mastery determined word choice in their composition (Wijirahayu & Sutiwan, 2023). Hence, structured vocabulary building is critically necessary for anyone learning a language, including aspiring teachers.

Unfortunately, study after study has revealed that many pre-service English teachers in Indonesia possess inadequate English vocabulary mastery (Wahyuningsih, Sri; Afandi, Muhammad; Khoeroni, 2018). They often struggle to grasp textbooks, research journals, and academic content in English. Their writing skills in English are also minimal, with repetitive use of simple words and sentence structures (Pratama & Hadi, 2023). This is alarming and can substantially impact the quality of English instruction in schools once they graduate (Wijirahayu & Kamilah, 2021). Without sufficient vocabulary knowledge, it is implausible for teachers to teach new vocabulary words to students effectively. Additionally, quality language use modeling is difficult.

Intentional efforts are thus needed to assist prospective teachers in English vocabulary during their education. One increasingly utilized approach is leveraging digital language learning apps such as Duolingo (Redjeki & Muhajir, 2021). Duolingo is an online platform offering vocabulary and grammar activities in an interactive, game-like Preliminary study have revealed promising results in Duolingo's ability to improve users' English vocabulary acquisition (Ajisoko, 2020). In several studies conducted earlier on the benefits of the Duolingo application in learning English vocabulary, it was found that, according to (Tsaltsa et al., 2023) The Duolinggo application has a positive impact on the development of vocabulary mastery for junior high school students. In addition, the same research was conducted by (Abin & Andas, 2022; Wintolo et al., 2023) Showing that the use of the Duolingo application is proven to help learning vocabulary, as well as other grammar skills such as listening, reading, speaking to writing These studies show that the Duolingo application is seen to have a positive impact in helping EFL and non-EFL learners improve their English language skills.

The appearance of the Duolingo application that is simple, fun, easy to use and can be accessed anywhere is a plus point in the advantages of this application. Based on this, this proposed study aims to explore the use of Duolingo app specifically among pre-service English teachers at

a private university in Jakarta. A quantitative survey will be conducted to gain a comprehensive understanding of their experiences using Duolingo, the challenges faced, as well as recommendations for optimizing similar apps in the future to improve teacher preparedness. The results of this study are expected to provide positive feedback for EFL learners to find more effective and contextualised English learning models in this digital era (Saleh & Yassi, 2020). Therefore, the research conducted was to answer the research questions that arose from this, namely: Exploring whether the use of Duolinggo application can help vocabulary building for pre-service teachers.

METHOD

This research aims to explore the use of the Duolingo Application for English vocabulary building for Pre-service English teachers at a private University in Jakarta. It will utilize a quantitative approach, focusing on data collection through the distribution of questionnaires to prospective teachers. The questionnaires will cover five main aspects: the effectiveness of the Duolingo App in vocabulary building, the ease of using the application as a learning tool, evaluation of the application's features for vocabulary building, identification of barriers or obstacles in using the application, and proposed solutions to overcome these obstacles. The data analysis will involve quantitative descriptive methods to present the findings descriptively and provide an in-depth picture of the extent of utilization of the Duolingo App for vocabulary building. The study will provide an overview of the extent of utilization of the Duolingo App specifically for vocabulary building. The relevant references for this study include recent research on the use of the Duolingo Application to improve student vocabulary in speaking skill (Widiyanti, 2019),exploring pre-service teachers' perception toward the use of Duolingo in teaching vocabulary to young learners (Herminingsih, 2021), and the Duolingo Method for app-based teaching (Freeman et al., 2023).

FINDINGS AND DISCUSSIONS

The preliminary study through survey, responded by 21 students from the seventh semester of the English Education study program at a private university in Jakarta. Based on the responses, 40% of the pre-service teachers strongly agreed that using the Duolingo app provides benefits in building their vocabulary, while 35% agreed, 15% neutral, 5% disagreed, and 5% strongly disagreed. This result shows that the majority of pre-service teachers found the use of Duolingo App beneficial in building their vocabulary.

The Duolingo application is an effective tool for vocabulary assessment and improvement

20 jawaban
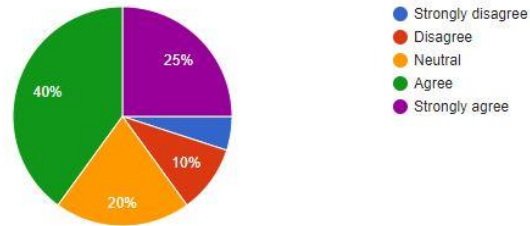
In addition, the use of Duolingo App helped the pre-service teachers in this study in motivating them to learn and practice English vocabulary. Although the percentage were 35% agreed, 15% strongly agreed, 5.5% neutral, and 2% disagreed.

Using Duolingo has increased my motivation to learn and practice English vocabulary

20 jawaban
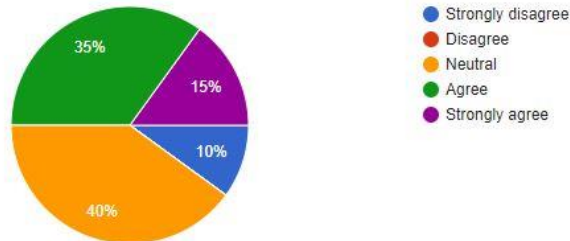
This finding also showed that the use of Duolingo app is not only effective in improving vocabulary acquisition, but also helps motivate pre-service teachers to learn and practice English. It provided chances for the pre-service teachers to have practice vocabulary practice (61%) Generating ideas through practices are essential for scholars (Wijirahayu, Alfan, Khadafi, 2023).

The Duolingo application provides ample opportunities for vocabulary practice and learning

21 jawaban
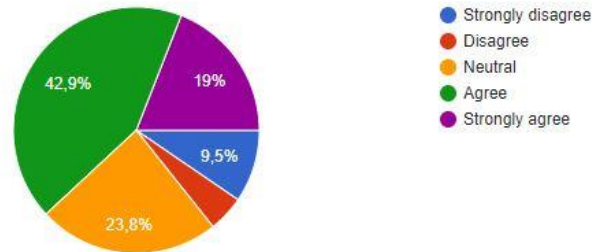
This result is consistent with previous studies that show that the use of Duolingo app is effective in improving students' vocabulary acquisition (Khotimah, 2021). For example, one study showed that the use of Duolingo app had a significant effect on students' vocabulary acquisition scores (Aulia, 2020). In addition, another study showed that the use of Duolingo app can increase students' motivation and interest in learning English (Irzawati, 2023).

CONCLUSION

Based on existing research studies, it can be concluded that the use of Duolingo App provided benefits in improving vocabulary building and speaking skills among pre-service teachers. The research study found that the respondents stated it is effective in improving vocabulary development and motivating pre-service teachers to learn English. Several previous studies also agree that the use of Duolingo App can help improve speaking skills among students. This finding is consistent with previous studies that have demonstrated the effectiveness of Duolingo apps in improving language learning outcomes.

Overall, the use of gamification-based learning tools, such as the Duolingo App, can be a valuable resource for language learners, including probationary teachers. The use of pre-test and post-test assessments, as well as surveys and questionnaires, can provide valuable insights into the effectiveness of these tools in improving language learning outcomes. Further research is needed to explore the potential of technology-based learning tools in improving language learning outcomes and to identify the most effective strategies for integrating these tools into language learning programs

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