SECONDARY STUDENTS' ATTITUDES IN VOCABULARY LEARNING ASSISTED BY DUOLINGO

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Abstract

Vocabulary learning in second and foreign languages is needed to make effective communication, it is impossible to use a language effectively without an adequate vocabulary and also to master other skills in English. However, many high school students have poor knowledge of vocabulary mastery because the process of remembering vocabulary is considered boring and stressful. This study focused on investigating the students' attitudes toward Duolingo in vocabulary learning at one vocational high school in Bandung. This research belongs to qualitative research, the researcher collected data through semi-structured interviews with three students of tenth-grade hospitality major. Data were analyzed using thematic analysis. The results found five main themes. The findings of this study are expected to provide information for the English teacher on the student's positive attitudes toward Duolingo in vocabulary learning. It also benefits teachers, teachers can develop teaching vocabulary techniques by using this application to grab students' attention to learn more vocabulary.

Keywords: Duolingo; Students' Attitude; Vocabulary Learning

INTRODUCTION

Vocabulary can be regarded as the foundation of language learning cause before learning to speak, the students are usually introduced to the vocabulary of the target language to make it easier for students to learn the language. As mentioned by Cesarini, et al., (2021), vocabulary is a key in learning languages because it is impossible to learn a language without learning vocabulary. In addition, Groot (2002) stated that vocabulary knowledge is needed in mastering four language skills and development activities, such as grammar, reading, and writing tasks (as cited in Bueno-Alastuey & Nemeth, 2020). Thus, vocabulary is a basic component that the students should master to develop any activities that are related to other English skills such as listening, speaking, reading, and writing. Students should master vocabulary first to make it easier for students to learn English. Most Indonesian students still do not have much English vocabulary because English is not the common language spoken. According to Jaelani & Sutari (2021), English vocabulary mastery has become a big problem for most Indonesian students and it is undeniable that many high school students have poor knowledge of vocabulary mastery. Strengthened by Tsai & Tsai (2018), they said that second language (L2) vocabulary learning has been considered one of the hard tasks for many students nor is it easy for students because the process of remembering vocabulary was considered boring and stressful (Wahjuningsih, 2018). This phenomenon makes the teachers should find new methods or ways of learning that can make students more excited and teaching-learning activities more effectively. As supported by Ajisoko (2020), teachers should use innovative ways or media that can increase students' enthusiasm for learning vocabulary. Then, the researcher used Duolingo as a learning media in the vocabulary classroom. Although there have been studies using Duolingo, there is no discussion of student attitudes. Moreover, the attitude has an impact on

student performance in learning, positively or negatively (Mazana, Montero & Casmir, 2018), it means that if a positive attitude is formed it can improve student learning and vice versa, a negative attitude inhibits learning and affects the performance of learning outcomes. Duolingo is a free learning application that is packed with interesting concepts. According to Tiara, Rahman & Handrianto (2021), Duolingo is the application that used technology that can be used for students to play and learn in English. Jaskova (2014) stated that Duolingo engages students in a very interesting way that can motivate them to learn (cited in Wijaya, Yufrizal & Kadaryanto, 2016). Jaelani & Sutari (2021) stated that Duolingo is one of the effective media in learning vocabulary and it is considered interesting for students. In addition, Irawan, Wilson, & Sutrisno (2020) state that Duolingo uses gamification techniques that provide written learning with sound so it's helpful to make many people learn the language. By using gamification techniques, Duolingo could motivate students and help students to explore all the skills with the feature was written learning and sound. Also, Duolingo is designed like a game, and learning would be attractive. According to Oxford (1990) attitude in learning English can determine the students' motivation which then affects their performance in their language skills: listening, speaking, reading, and writing (cited in Susanti, 2019). Moreover, the attitude has an impact on student performance in learning, positively or negatively (Mazana, Montero & Casmir, 2018), it means that once a positive attitude is formed it can improve student learning and vice versa. Therefore, attitude cannot be ignored cause attitude can give an effect on students' performance in learning that might be positive or negative depending on the student. Moreover, Sharpe & Abrahams (2019), stated that each of these three components of attitudes provides a useful insight into the complex nature of an attitude:

a. Affective refers to feelings or emotions associated with an attitude object', such as students may think that learning makes them feel happy or enjoy.
b. Behavioral refers to a student who holds a "tendency-toward-action", it could be a student may start to participate more actively, or do more in lessons.
c. Cognitive refers to beliefs or thoughts about an attitude object', such as students' expressing their belief that learning is easy and useful for their future.

Therefore, this study focused on the student's attitudes when using Duolingo in vocabulary learning.

METHOD

In this study, the researcher uses a qualitative and case study as a research design. In addition, the case study design is not only to know what is the attitude of the students, but the researcher aims to understand why and how the phenomenon (Zulkefly & Razaly, 2019). In addition, a qualitative case study is a research methodology that helps in the explored phenomenon in a certain context through various data sources (Baxter & Jack, 2008 as cited in Rashid, et al., 2019). The researcher uses interviews and observation to collect the data. A semi-structured interview was conducted in this research. The tenth-grade students majoring in hospitality are chosen as the participants, there were three students randomly chosen by the researcher for the interview.

Table 1. Description of the three students

Name	Sex'
Student 1	Male
Student 2	Female
Student 3	Female

The data analysis technique used thematic analysis. as cited in Heriyanto (2018) stated that thematic analysis is one way to analyze data to identify patterns or to find themes through data that researchers have gathered. The following are the technical stages of conducting data analysis using the thematic analysis: Understanding Data, the researcher read the data in detail and carefully and rereads interview transcripts and even re-listen to interview tapes or re-watch the interview; Coding, the second thing is the researcher marks or gives codes on the words or sentences determines data in the interview transcript need to be coded; Themes, the third stage in thematic analysis is to find themes, themes that are suitable to the research objectives proposed; Interpreting, after grouping the data into themes, the researcher then interprets the data from the researcher's point of view (Braun & Clarke, 2006 as cited in Heriyanto, 2018). In the analysis data, the researcher will divide based on the three components of attitudes, including the affective domain, the behavioural domain, and the cognitive domain.

RESULTS AND DISCUSSION

Results

The Affective Domain
Affective reflects the students' feelings and emotions toward an object's attitude (Reid, 2006 as cited in Sharpe & Abrahams,2019). Affective refers to the reason why they like or dislike an object, in this study the object is Duolingo in learning English vocabulary.

Table 2. Students' Attitude in The Affective Domain

Theme	Transcripts Data
Students' feelings toward the use of Duolingo in the classroom	*It's exciting, like a game, like a guessing game. (S2)* *Interesting, the reason is that I got new knowledge. (S3)* *What I like is that I can distinguish the right word and the wrong word. (S1)* *Well yes, so it's more interactive. (S2)* *What I like is it was using games, I like it's fun. (S3)* *I feel less excited because I am not enthusiastic about English. (S1)* *I feel enthusiastic. it's fun to learn using that application. (S2)* *I feel excited because it's exciting. (S1)*

Note: The letter (S) meant student.

From Table 2, the researcher found that students felt learning was fun and interesting. Besides that, there are several things they like about learning using Duolingo, which is more interactive, and fun, like playing a game, and one of the students stated that he can differentiate the correct words and the incorrect words. This is supported by Premesti (2020) stated that Duolingo has a game concept that makes it fun to learn (as cited in Tiara, Rahman & Handrianto,2021). Those things made two of three students who were interviewed admit that they felt excited and enthusiastic about learning, as said by Ajisoko (2020), teachers should use innovative ways or media that can increase students' enthusiasm for learning vocabulary. The two students (S2 & S3) expressed positive feelings about this learning, in contrast, S1 felt that he was not enthusiastic about learning English because from the beginning he was not enthusiastic about English. Moreover, the observation reports students looked interesting in this learning compared to the previous week, because all students contribute to their group, but still, some

students ignored the task and just played with their phones maybe because they were not interested in English.

The Behavioural Domain
Behavioural refers to a student who holds a "tendency-toward-action" (Reid, 2006 as cited in Sharpe & Abrahams,2019). For example, when a student is "doing" the learning activity, they like to do it and believe that they can learn from it (Sharpe & Abrahans, 2019). That means, that when they hold positive feelings about an object, it will support what they do and/or say. There were two themes in this domain as seen in Table 3 below:

Table 3. Students' Attitude in The Behavioural Domain

Theme	Transcripts Data
Student motivation to learn English in the future.	*Maybe, because in the next year I should be able to Speak English. (S1)* *I don't know. Now it hasn't, maybe there will be. (S3)* *There is a need. Students from hospitality must be able to speak English. (S2)*
Student participation in vocabulary learning using Duolingo.	*Hmmm if I understand I want to be actively participating, if I don't understand I'm still shy. (S1)* *There is a willingness to be active but I am afraid, afraid of being wrong. (S2)* *There is but, eeeuuu... but I'm afraid, afraid of being wrong. (S3)*

*Note: The letter (S) meant student.

In the behavior domain (see Table 3), the researcher found that by using Duolingo the students were still not motivated in learning English in the future. According to Sharpe & Abrahams (2019), when a student is "doing" the learning activity, they like to do it and believe that they can learn from it. Thus, if students feel positive about Duolingo in vocabulary learning, it should be a supportive feeling about what students do. However, even though from the findings research, students said they liked the learning but the students felt doubtful that Duolingo could motivate them to learn English in the future. This is not in line with Jaskova (2014), who stated that Duolingo engages students in a very interesting way that can motivate them to learn (cited in Wijaya, Yufrizal & Kadaryanto, 2016). However, students may be felt interested in this learning, but this can happen maybe because students are not enthusiastic about English from the beginning as seen in the finding research above, S1 felt that he was not enthusiastic about learning English because from the beginning he was not enthusiastic in learning English. So, it made the students feel hesitant and unmotivated. Even so, the students need to be able to speak English because their major requires them to be able to speak English. Regarding their activeness in the class, the researcher found that Duolingo can encourage students to be active but they are still afraid and shy to be active in class. Even though the content of Duolingo is supported by graphics, videos, and other multimedia elements that can be presented with interactive games (Premesti,2020 as cited in Tiara, Rahman & Handrianto, 2021). It is still not enough to make students active in class, because there are internal factors of students that make students feel afraid and shy to participate in the class. In the observation in the first meeting, the students were less active in the class. But when the researcher used Duolingo, the students, in the beginning, do look interested and participated in answering each question. However, over time students were less active again and only a few students actively answer the questions on the projector. Thus, although students have not been motivated maybe the use of Duolingo can

be an alternative to learning English differently, and over time students began to dare to participate a lot in the classroom.

The Cognitive Domain

Cognitive refers to a student's beliefs or thoughts about an object (Sharpe & Abrahams,2019), it is concerned with students' attitudes towards their learning and what they think they know and believe about it. Such as the students may claim that they like learning with Duolingo because they think it helps them learn

Table 4. Students' Attitude in The Cognitive Domain

Theme	Transcripts Data
Duolingo helps students to learn.	*It is possible because it is interesting and exciting to learn while playing. (S1)* *I think the application was useful for learning English because it educates us so that we can learn English. (S1)* *Yes, the point is that I understand more. (S2)* *Yes, my knowledge becomes deeper. (S3)*
Duolingo features help students understand and learn vocabulary.	*Yes, it could be because the application is like translating English to Indonesia, Indonesia to English, it's clear. (S1, S3)* *Yes, it helps me to understand the vocabulary, like a word that I don't know the meaning of, then I come to know its meaning and know how to pronounce it. (S2, S3)* *Same it helps, because there was a sound and the meaning, so it became easier and more helpful in learning vocabulary. (S2)*
Duolingo is easy to use.	*Yes, it's easy because the application is fun and educational. (S1)* *It's easy, easy to use. (S2)* *Yes, it's easy. (S3)*

*Note: The letter (S) meant student.

In the cognitive domain, the researcher found that students think that Duolingo can help them to learn, and they can better understand with interesting and exciting learning and could get new knowledge. So, Duolingo may be able to help students to learn English because it is not made the students feel bored and they are more understandable. This is in line with Jaelani & Sutari (2021) stated that Duolingo is one of the effective media in learning vocabulary and it is considered interesting for students.

Furthermore, Duolingo helps students understand and learn vocabulary. In this section students mostly talk about its featured, students think that the features in Duolingo can help them in learning and understanding vocabulary because there is a translation of the words and there is a sound pronouncing the word or sentences. Moreover, they think that its features can help them to learn vocabulary. In addition, in the class observation, some students were always asked to repeat what the speaker said in Duolingo, it is good for them to learn how to pronounce sentences or words in English. This is in line with Irawan, Wilson, & Sutrisno (2020) state that Duolingo uses gamification techniques that provide written learning with sound so it's helpful

to make many people learn the language. The last theme is the use of Duolingo which is considered easy to use. The three students stated that using Duolingo is easy. According to Munday's (2016) in his research, the students appear to find Duolingo an easy-to-use application. Moreover, the researcher asked if they were required to download the application and had to use the internet while learning if it was okay for them. The students responds that they were not bothered by having to download the application and having to use the internet. One of the students thought that the internet was a necessity and it even felt empty if there was no internet as seen in the following statement:

S3: "I'm not bothered because the internet is a necessity, if there is no internet, it feels empty."

Discussion

From the research finding, it was discovered that students had positive attitudes toward using Duolingo. As the finding in the affective domain, they felt interested and enthusiastic about learning using Duolingo. Even not all of the students felt the same, such as S1 did not feel enthusiastic about learning English from the first. In the cognitive results, the students stated that Duolingo can help them to learn, and the features of Duolingo help them, especially in learning vocabulary. However, the behaviour domain is different, the students show negative attitudes towards Duolingo. The students did not show that they are motivated to learn English in the future. Even though the students felt that Duolingo was fun and interactive, this application still could not make the students actively participate in the class, because they were still afraid and shy. Although students have not been motivated maybe the use of Duolingo can be an alternative to interestingly learning English, and over time students began to dare to participate a lot in the classroom.

CONCLUSION

This study was conducted to find out the students' attitude toward Duolingo in learning English vocabulary classrooms. The research findings mostly provide information on positive attitudes toward Duolingo as a learning media to help students in vocabulary learning. However, in research findings, it was found that there were limitations in the use of Duolingo which were still unable to encourage students' motivation to learn English and encourage students to actively participate. Maybe it's because students need a long time to be able to cultivate self-motivation and feelings to always actively participate in learning with self-encouragement. To sum up, the researcher concluded that Duolingo can make the students feel interested and enthusiastic about learning vocabulary in the classroom. Also, Duolingo can help students more understand vocabulary learning with it is featured. Further, it is suggested for future studies to do long research to find out what can help encourage students' motivation to learn English.

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