

CHAPTER IV

RESULTS AND DISCUSSION

4.1 RESULT

In Chapter IV, the researcher was describes and discusses the results of the research that has been conducted at The Tenth Grade of SMKN 1 Bawolato In general, Chapter IV was explains the results of the research and discussion. Based on the problems and objectives of the research, it is sourced from in-depth interviews, direct observation, and documentation studies that are be explored in accordance with the problems and objectives of the research.

4.1.1 SMKN 1 BAWOLATO PROFILE

VISION

SMART, COMPETITIVE, AND NOBLE MALLES

MISSION

1. Organizing education based on faith and taqwa
2. Organizing an active, creative and fun learning process
3. Providing life skills oriented educational services (life skills)
4. Producing graduates with competitive advantages in the global era
5. Instings a sense of responsibility for the cleanliness, beauty and comfort of the school.
6. Improves administrative order and orderly activities in accordance with main tasks and functions

4.1.2 Observation Results

This research was conducted at SMKN 1 Bawolato. This research was done from July 2024 to August 2024, starting from submitting a research title in October 2023. In July 2024 the researcher conducted research by collecting data in the form of observation and interviews, followed by working on the results of field surveys.

The observation checklist is used by the researcher based on the results of observations in the field. The following table are the results of researchers' observations regarding the use of the Duolingo Application on The Vocabulary Development of Tenth Class Students at SMKN 1 Bawolato.

Table 4.1.2
Observation Sheet During the Teacher Student Activities

No	Indicators of Using Duolingo Application for Student Vocabulary Development	English Students Activities	Students respons	Done	Undone	Descriptive researcher's observation
1.	Preparation/Orientation	- The teacher says hello. - The teacher directs students to pray together first. - The teacher checks the students' attendance.	All of the student : the students answered well, and do the activities very well All students: students answered the attendance properly except those who were absent.	✓		It's just that when the teacher was taking attendance in class, there were students who weren't present
2.	Apperception	The teacher gives trigger questions using picture media	- S1, S2, S3, S4, S5, S6, S7, S11, S12, S22, S23, S24, S25, S26, S27, S28, S29 : Students' responses are understanding but slow in starting to understand - S8, S10, S26, S20, S21, S30 : don't understand so the teacher needs to repeat it again	✓		
3.	Phase 1: Orientation students on the problem	The teacher explains the learning objectives and motivate students and The teacher explains what is...	- S1, S2, S3, S4, S5, S6, S7, S11, S12, S22, S23, S24, S25, S26, S27, S28, S29 : they understand and listen to it well - S8, S10, S26, S20, S21, S30 : don't understand so the teacher needs to repeat it again	✓		
4.	Phase 2: Organizing students	- The teacher divides students into several groups consisting of 4 people. - Using gadgets (to applicate duolinnngo application in learning), headsets and LKDP, teachers encourage students to listen to videos and complete	- S1, S5, S4, S8, S9, S19, S29 : They ask about using duolingo, then ask the teacher about it. - S2, S3, S4, S6, S7, S11, S12, S13, S14, S15, S16, S17, S18, S19, S20, S21, S22, S23, S24, S25, S26, S27, S28 : Stay silent. keep quiet understanding yourself how to use Duolingo	✓		Researchers saw that the use of duo lingo had been implemented but students still could not understand it.

		Conversations.				
5.	Phase 3: Guiding the investigation	- The teacher encourages students to discuss and find explicit and detailed information in examples of short spoken conversations. - The teacher guides students to collect information related to the description of several friends in their group in terms of physical characteristics and appearance.	- All of the student : Students to discuss and find explicit and detailed information in short oral conversation examples. - All of the student : Stay silent. keep quiet understanding yourself how to use Duolingo		✓	
6.	Develop and present results	- The teacher encourages students to think critically by developing the information they get and uses duolingo as an application that helps students in the text and then creates a dialogue scenario (short spoken conversation). - The teacher encourages students to present short spoken conversations from each group.	- S1, S2, S3, S4, S5, S6, S7, S11, S12, S22, S23, S24, S25, S26, S27, S28, S29 : they understand and do the task well - S8, S10, S26, S20, S21, S30 : don't understand so the teacher needs to repeat it again - S1, S2, S3, S4, S5, S6, S7, S11, S12, S22, S23, S24, S25, S26, S27, S28, S29 : representatives from the group to carry out the practice		✓	Students need to be taught again, because some of them cannot use it yet.
7.	Analyze and evaluate process and results of solving	- Teachers encourage students to provide feedback and evaluations regarding the results of their performance - The teacher concludes all learning activities.	- S7, S8, S9 : study well and follow the lesson answer and ask questions well - The others just watch carefully, and end it well	✓		

8.	Evaluation and follow-up plan	1. The teacher carries out learning reflection activities by asking students several questions. 2. The teacher conveys material information and learning plans at the next meeting. 3. The teacher ends the meeting by expressing gratitude and greetings.	• S7,S8,S9, : study well and follow the lesson answer and ask questions well, the others just watched intently. • All of the student The students ended the learning well and said thank you for the learning.	✓		
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Based on the table above, it can be seen that duolingo is very much needed in Vocabulary Development which is implemented at SMKN 1 Bawolato and has implemented the concept and indicators according to the researcher's observations. However, there is 1 indicator that has not been implemented, namely Develop and present results. The teacher invites students to think critically by developing the information obtained and using duolingo as an application that helps students in texts and then creating dialogues. Students need to be taught again, because some of them have not been able to use the scenario (short oral conversation). where the teacher then invites students to present short oral conversations from each group.

4.1.3. Interview Result

Based on matters related to this research, the theories that support the research, and the methods used in the research, this chapter will explain the results of the research. The research will be presented based on the results of interviews and documentation. The discussion in this chapter is obtained through the results of data collection through interview studies and documentation of informants needed in the research. In the chapter on the results and discussion of this research, various matters related to the results of interviews in September-October 2024 which have been conducted by SMKN 1 Bawolato will be explained.

Students' Interview Sheet

This interview was conducted with the Tenth grade Students to obtain preliminary data.

Day/date : Thursday		
Time : 08.30-10.00 WIB		
Location : SMK Negeri 1 Bawolato		
No	Questions	Studentis' Responses
1.	Can you tell us about your experience with learning English?	S1, S5, S4, S8, S9, S19, S29 : limited learning S2, S3, S4, S6, S7, S11, S12, S13, S14, S15, S16, S17, S18, S19, S20, S21, S22, S23, S24, S25, S26, S27, S28 : yes I can speak english
2.	How did you first hear about Duolingo?	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16, S17, S18, S19, S20, S21, S22, S23, S24, S25, S26, S27, S29, S30 : Interesting
3.	What motivated you to start using Duolingo for learning English?	S1, S2, S3, S4, S22, S23, S24, S25, S26, S27, S29, S30 An application that motivates me and influences me, there are features that are very helpful S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16, S17, S18 : we can gather that this dulinggo can help us in adding common words that we use every day S5, S19, S20, S21 : can improve my vocabulary
4.	How often do you use Duolingo?	All of the student say : 5 minutes a day
5.	What features of Duolingo do you find most helpful in learning English?	S1, S2, S3, S4, S5, S20, S21, S22, S23, S24, S25, S26, S27, S29, features of Duolingo : speaker S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16, S17, S18 : there are games like puzzles
6.	Have you noticed any improvements in your English vocabulary since using Duolingo?	All of the student said : Since using this application in my vocabulary lessons my vocabulary has increased daily depending on usage.
7.	How do you feel about the gamification elements in Duolingo? Do they help you stay motivated?	All of the student said : Improve me
8.	What do you think are the most challenging aspects of learning English vocabulary?	S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16, S17, S18 : where we are invited to mention the words that have been provided. S1, S2, S3, S4, S5, S20, S21, S22, S23, S24, S25, S26, S27, S29, S30 : Listening, Reading, Speaking, and Writing.
9.	How do you typically learn new vocabulary words?	All of the student said : Yes, of course
10.	Do you find that Duolingo helps you learn new vocabulary more effectively compared to other methods?	S1, S2, S3, S4, S5, S20, S21, S22, S23, S24, S25, S26, S27, S29, S30 : Duolingo help me to improve S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16, S17, S18 : Can help to learn new vocabulary, namely by using the Duolingo application S12, S13, S14: I enjoy using it
11.	What do you like most about Duolingo?	S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16, S17, S18 : I think this application needs to be

		continuously updated and provide other features. S1, S2, S3, S4, S5, S20, S21, S22, S23, S24, S25, S26, S27, S29, S30: can help me to improve my vocabulary.
12.	How do you think Duolingo could be Improved to better support your learning needs?	All of the student said : very helpful in learning, and adding new vocabulary
14.	Do you feel that using Duolingo has helped you improve your over all English language skills?	S1, S2, S3, S4, S5, S20, S21, S22, S23, S24, S25, S26, S27, S29, S30 : I think it is suitable for elementary and junior high school students. Because it only studies general vocabulary. S22, S23, S24, S25, S26, S27, S29, S30 : able to improve our way of pronouncing vocabulary. S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16, S17, S18 : able to improve our way of pronouncing vocabulary
15.	How do you think Duolingo has impacted your confidence in speaking English?	Impacted me confidence in vocabulary no speaking English
17.	Would you recommend Duolingo to other students learning English?	All of the student said of course
18.	What advice would you give to someone who is just starting to use Duolingo?	All of the student said of course, try to be better

In this section, the researcher presented the results of the study in the form of interview results between the researcher and students in the English subject who became informants. Namely regarding learning English using. The informants selected were students who took part in the teaching and learning process in class, especially class XII - OTKP with a total of 30 students at SMKN 1 Gunungsitoli. where the implementation of learning was carried out on Monday and Thursday at 08.30-10.00 WIB. Therefore, the researcher asked students to answer several questions regarding the use of duolingo in the learning process in helping students learn English vocabulary well. has it been implemented optimally or sometimes their teachers do not implement it in the teaching and learning process. as seen, students still do not understand how to use the features in this application, so teachers need to pay attention to this and find a solution.

4.2. DISCUSSION

How the students' vocabulary development taught by using Duolingo Application at the tenth grade of SMKN 1 Bawolato?

“Duolingo is a free online language platform that provides translation assignments for learning vocabulary and grammar (in the form of studying and practicing a given topic), as well as assignments for practicing pronunciation and listening” Herlina, Yundayani & Astuti (2021:246). Duolingo is easy to use because the usage procedure is simple, so Duolingo can be used for all ages. This means Duolingo is easy used and more interesting, so it will be comfortable as our media use in teaching in class. Looking at the problem above, the researcher applies to one of the media to make students have an interest while learning English vocabulary. Duolingo is a free language learning applications and site. Like what the creator said at their site, “Duolingo builds a world with free education and no language barriers. Users are able to learn languages for free while simultaneously translating web”. Duolingo is an application intended to assist the students with learning the language effectively and fun so that students do not feel like learning instead of having fun with the application.

Furthermore, Jaskova says that Duolingo is a decent application in language learning for vocabulary. It can make students more obvious and remember the words, make them intrigued, appreciate, and blissful in learning since it gives battle in the educational experience. The researcher advantage in picking Duolingo application is that the application utilizes gamification procedures that make it simple and amusing to utilize.

Based on the results of data processing regarding the Use of the Duolingo Application for Vocabulary Development of Grade X Students of SMKN 1 Bawolato in English learning using. In general, Duolingo is a useful asset for anyone who wants to get to know other dialects in a helpful, open, and intelligent way. Whether you are a student, advanced, or just someone who wants to further develop their language skills, Duolingo can provide a variety of benefits to help you achieve your goals. Therefore, researchers asked students to answer several questions regarding the use of duolingo in the learning process in helping students learn English vocabulary well. whether it has been implemented optimally or sometimes their teachers do not apply it in the teaching and learning process. as seen, students still do not understand how to use the features in this application, so teachers need to pay attention to this and find a solution.

4.2.1 The Research Result Versus to the Relevant Study

In this case, the researcher found several previous studies that were relevant to the research that the researcher was going to conduct. They are in the form of thesis and journals. These studies are things that are expected to be related to research that has been implemented previously. The first article In the first research regarding the use of Duolingo as a technology-based learning media in improving students' speaking skills, the use of Duolingo media is an alternative that can be used in learning to speak English. This research aims to find out how to improve students' speaking skills through the use of Duolingo media. This research uses a qualitative approach with a classroom action research design. This research was conducted at a state senior high school (SMAN) in Bekasi involving 35 students. Data was obtained from observations, interviews and tests. The results of this research show that there is an increase in students' ability to speak English using Duolingo media. It was found that one of the difficulties was that the results of preliminary research found that they had low motivation in learning English. Grego in Ellin et al (2021).

Then the second researcher was related to the application of the Duolingo media application in improving the English vocabulary mastery of students at SMP Negeri 3 Agrabinta Cianjur. Other students agreed that vocabulary is the main key that someone must have in learning a language. This research aims to improve the English vocabulary mastery of class VII students at SMP Negeri 3 Agrabinta through the application of the Duolingo media application. This research is classroom action research carried out in two cycles, with research subjects 22 class VII students. Data collection is carried out through observation, learning results tests, and performance.

Meanwhile, research data analysis techniques use qualitative and quantitative descriptive analysis. The results of this research indicate that the application of the Duolingo application media can improve the vocabulary mastery of class VII students at SMP Negeri 3 Agrabinta Cianjur. Because the richer a person's vocabulary, the greater the possibility that a person will be skilled in language and the easier it will be for him to convey and receive information either verbally, in writing or by using certain signs.

Basically, students learn vocabulary so they can improve their listening, speaking, reading and writing skills well (Erna 2021). And the last researcher said that the Duolingo app improved German vocabulary. The purpose of this study was to determine the mastery of German vocabulary in class X MIPA SMA Negeri 8 Makassar through the Duolingo application. The type of research used is Classroom

Action Research which consists of two cycles, namely cycle I and cycle II. The subjects in this study were students of class X MIPA SMA Negeri 8 Makassar, totaling 36 people. Data analysis techniques in this study consisted of qualitative and quantitative. Qualitative data was obtained through observation, while quantitative data was obtained through vocabulary improvement tests in cycle I and cycle II. One way teachers can help students master German vocabulary is by using learning media. Learning using media will be more fun and students will be enthusiastic in learning German, such as using Duolingo.

4.1.3 The Finding Versus Theories

The results of the study were compared with the theory Duolingo is a free online language platform that provides translation tasks to learn vocabulary and grammar (in the form of studying and practicing certain topics), as well as tasks to practice pronunciation and listening” Herlina, Yundayani & Astuti (2021:246). Duolingo is easy to use because of its simple usage procedures, so Duolingo can be used for all ages. This means that Duolingo is easy to use and more interesting, so it will be comfortable to use as our media in teaching in class. However, seeing the problems in the classroom, the researcher expects the media, namely duolingo, to make students interested in learning English vocabulary. Utilization of the Duolingo Application for the Development of Vocabulary of Class X Students of SMKN 1 Bawolato in Learning English using. In general, Duolingo is a useful asset for anyone who wants to get to know other dialects in a helpful, open, and intelligent way. Whether you are a student, advanced, or just someone who wants to further develop their language skills, Duolingo can provide a variety of benefits to help you achieve your goals. Therefore, the researcher asked students to answer several questions about the use of duolingo in the learning process in helping students learn English vocabulary well. whether it has been implemented optimally or sometimes their teachers have not implemented it in the teaching and learning process. as seen, students still do not understand how to use the features in this application, so teachers need to pay attention to this and find a solution.

4.1.4 The Research Result Implication

The results of this study reveal implications for students in the use of students in the classroom. A teacher must be able to provide the best for his

students. The success of the student learning process is largely determined by the role of the teacher and what the teacher uses as media in the classroom. Therefore, teachers must always develop their abilities. Because what the teacher conveys becomes a guideline for improving students' insights and abilities. By using the duolingo application in learning to develop students' vocabulary in the classroom, the teacher's understanding of his role, both in the learning process, can be achieved well. Then it is hoped that with the duolingo application as a medium for understanding students' vocabulary, teachers will be more motivated by the teacher's ability to manage classroom life, such as planning a good learning process; providing reinforcement; collecting resources; organizing the environment to maximize efficiency, monitoring student progress; and anticipating, preventing, and solving problems. The development of their language skills is expected that Duolingo can provide various benefits to help you achieve your goals. Therefore, the researcher asked students to answer several questions about the use of duolingo in the learning process in helping students learn English vocabulary well. whether it has been implemented optimally or sometimes their teachers have not implemented it in the teaching and learning process. As seen, students still do not understand how to use the features in this application, so teachers need to pay attention to this and find a solution.

4.1.5 The Research Result Limitations

In this study, the researcher realized that there were still many shortcomings in the research process. This study is the first study, so the researcher has not had experience in conducting previous research. Therefore, many things become obstacles in conducting research due to lack of knowledge and errors in interpreting several terms, new sentences, and so on. These are some factors that must be considered by subsequent researchers in perfecting their research. Some of the limitations that exist are as follows:

- a. The researcher realizes that the research process carried out is still not perfect, there are still many shortcomings in conducting research, writing, and data processing because the researcher is still a beginner, so the researcher has not been able to carry out this research perfectly.

- b.** The researcher's knowledge is still very limited in processing qualitative analysis data, as well as the researcher's lack of ability in finding reference sources that are in accordance with teacher skills in micro teaching and Duolingo as a media that still needs to be developed.