

CHAPTER I

INTRODUCTION

This chapter will explore sub chapters as an introduction. This chapter explores five sub-chapter includes the Background of the research, Statement of the problem, Objective of the research, Significance of the research, and Operational definition.

1.1 Background of the Research

Teaching English in Indonesia has been conducting since long time ago. At the beginning English teaching was started at junior high school. Then in Curriculum 2006 many school started to teach English at elementary school. It was the local government wisdom to teach English since elementary school. The decision maker of education in the capital city wanted to include English as local content subject in elementary school.

The Decree of Minister of Education and Culture Number 81A of 2013 stated that English could be taught in elementary school as a local content subject or an extracurricular not compulsory subject. In 2013 the government made new policy, they changed the Curriculum 2006 to Curriculum 2013 and stated that the teaching of English for young learners is not good. Especially for teacher in the remote area or suburb, they do not have enough competence which can give bad effect to students (Musliar Kasim cited in Arina: 2012). But, today some elementary schools still conduct to teach English as an extracurricular or local content subject. (Herwiana, S., 2020)

A study by Zein (2017) found that the teachers teaching English in Indonesian Elementary Schools (ES) fall into two categories, Specialists and Generalists. There are 103.667 specialist PETs in Indonesia serving 147.536 Elementary Schools, according to the Indonesian Ministry of Education and Culture (Kemdikbud, 2016). The gaps for English teachers' insufficiency are met by the generalists who are mostly homeroom teachers. Generalist teachers teach other subjects besides English and teach English only to students in their class, (Zein, 2017) and may sometimes consider other subjects more important than English as

English is not their focus (Hawanti, 2014). These teachers also generally have low English proficiency, (Zein, 2017) and often struggle with designing English learning tasks and activities, learning materials, and appropriate assessment (Hawanti, 2014; Sulistiyo, Haryanto, Widodo, & Elyas, 2019). Specialist teachers, on the other hand, generally have more various English proficiency and teach English to students from various grades, (Zein, 2017).

In fact, some of English teachers teach grammar and translation in Elementary school. It makes students' frustration because it does not suitable for students at younger age. Suyanto (2004:6) stated that if elementary school learners started to learn English at the third or fifth grade, they are in the concrete operational stage, therefore they need many variation of illustrations, model, pictures and others activities. Phillips (1993:68) stated that children are faster to learn words but slower to learn grammar. This condition reflects that English teacher at elementary school do not know how to teach young learners. Unfortunately, the problem in Indonesia arises when there is transition at primary school to secondary school because teacher is not given with special training to teach English for young learner (Enever,J & Moon, 2010:3). Those phenomena happen in almost elementary schools in Indonesia whether it is in the capital city or in the town.

Duolingo is a simply and light application to install and operate in the smartphone. Everyone can enjoy it because it available in Play Store (on Android) and Appstore (on iPhone). What is the function of this app? What is the advantage of this App? It light, simply, easy to access but it has a lot of vocabularies inside. In the start menu, it can fit to ours background, so we can learning vocabuoary as our position in daily life. The other benefit that canwe get from this Duolingo application, if we can not install it in our phones, we still can access it on the website that had the same features as in the application. Not laggy, bug and everyone can enjoy the mini test on it, then after do it, we can see the result that can make our improvement in learning English vocabularies.

The research has conduct only in one elementary schools because some obstructions happen in doing the field study. The researcher choose the schools location based on the researcher's works place.

1.2 Statement of the Problem

Based on the background of the research above, I formulate the statement of the problem as follows:

1. How is the teaching and learning English Vocabularies by using the traditional / previous method in Elementary School?
2. How the process of teaching and learning English Vocabularies by applying the Duolingo Application?
3. Is there any significant difference before and after using Duolingo Application in teaching English Vocabularies between the Book and Oral teaching media?

1.3 Objective of the Research

Based on the statement to examine the significance of Duolingo Applicartion, the objective of the research, the statement of the problems are state as follows:

1. To explain the English Vocabularies teaching process in Elementary School by using the traditional / previous teaching method .
2. To explain the effectiveness of teaching English Vocabularies by applying the Duolingo Application for young learners.
3. To examine the difference significance between the book media and oral method in teaching English and Duolingo Application.

1.4 Significance of the Research

By conducting this research, the writer hopes that the result will be useful as follow :

1. Theoretically

The result of this research is expected and will be useful for the next research as reference who wants to conduct a similar research.

2. Practically

- a. The teacher, it can give information and result about the using Duolingo Application in Smartphone for Teaching English Vocabularies for Elementary School. The finding alternatives for teachers in utilize the smartphone as teaching media.
- b. The students, it can be motivate the students in improve English Vocabularies also things in speaking, listening, writing and reading comprehension.
- c. The other researcher, this research hopefully will be useful for the next researcher as a reference who wants to conduct a similar research about the using of Duolingo Application as the teaching media in smartphone to improve the English vocabularies.
- d. The reader, it hopefully can utilize Duolingo applications wisely as media learning English.

1.5 Operational Definition

Based on the title of the research, I clarify the operational definition of each terminology as follow:

1. Duolingo Application

The Duolingo Application had lot of comprehensions there are speaking, listening, writing and reading that complete and simple for applying study. “Duolingo builds a world with free education and no language barriers. Users are able to learn languages for free while simultaneously translating web”. It means that Duolingo is easy to use and more interesting so it will be comfortable to be one of the media that used in teaching in classroom. Grego and Vesselinov, did a research that finds out the effectiveness of Duolingo in learning language.

2. English Vocabulary

English vocabulary is basic word, a set of familiar words for the beginners. The simple words that developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language.

3. Teaching English for Young Learners

Young Learner is the beginner, it can meas by a course for teachers of Elementary School or we can call by primary age students. And the aims is to provide teachers support the young learner by the English knowledge and skill in delivering the lessons. The status of English as a foreign language in Indonesia and as “local content” in elementary school entails extra hard work for teachers.