

**"IMPROVING STUDENTS' VOCABULARY MASTERY
THROUGH DUOLINGO APPLICATION AT SEVENTH GRADE
OF SMPN 2 GROGOL KEDIRI"**

THESIS



Laila Nofita Ayu

21620023

**ENGLISH EDUCATION DEPARTEMENT
FACULTY OF TEACHING AND EDUCATION
WIJAYA KUSUMA UNIVERSITY OF SURABAYA**

2025

EXAMINER APPROVAL SHEET

Name: Laila Nofita Ayu NPM : 21620023

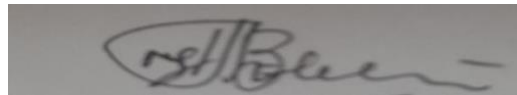
Title : “Improving Students’ Vocabulary Mastery Through Duolingo Application At Seventh Grade of SMPN 2 Grogol Kediri”

Has been approved by the committee of Thesis Examination on (July 17,2025) and hereby declared to have fulfilled the requirement.

EXAMINER

SIGNATURE

EXAMINER I

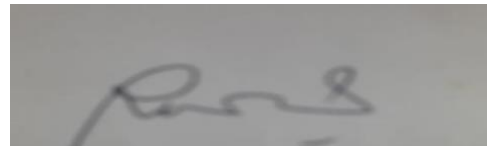


Dra. Bakti Wirawati, M.Pd

.....

NIK.92152-ET

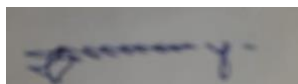
EXAMINER II.



Dr. Ribut Surjowati S.pd, M.Pd.

.....

NIK.94231-ET EXAMINER III.



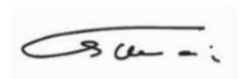
Dr. Lusy Tunik M, M. Pd

.....

NIP: 196012201987032001

Acknowledge by, Dean of

Language and Science Faculty



Dr.Drs. Kaswadi, M.HuM

NIK. 91122-ET

CERTIFICATE OF ORIGINALLY

I hereby do sign and submit the form below:

Name` : Laila Nofita Ayu

NPM : 21620023

Faculty : Faculty of Teacher Training and Education

Address : JL.Delima 03-Kediri

To declare the certificate of originally that:

1. I am responsible for the work submitted in this Thesis that the original work is my own except as specified in acknowledgement.
2. If there found unoriginally, I would like take responsibility neither the Thesis nor the original work contained therein has been submitted to English Departement of Wijaya Kusuma Surabaya.

Thereby I truly certify this certificate of originality.



Laila Nofita Ayu

NPM:21620023

ACKNOWLEDGEMENT

Alhamdulillah, all praise and thanks to Allah SWT for His blessings, mercy, and strength that have helped me finish this thesis. Without His guidance, I would not have been able to complete this final assignment.

I would like to say thank you to the people who have supported and helped me throughout this journey:

1. Dr. Kaswadi, M.Hum., as the Dean of the Faculty of Teacher Training and Education, Wijaya Kusuma University Surabaya, for giving me permission to carry out this research.

2. Dr. Ribut Surjowati, M.Pd., as the Head of the English Department, for her approval and support during the writing of this thesis.

3. also as my first advisor, for her helpful guidance, patience, and advice throughout this research.

4. as my second advisor, for her suggestions, support, and kindness during the process of completing this thesis.

5. My heartfelt thanks go to my beloved parents for their endless prayers, unconditional love, and continuous support. I also sincerely thank my siblings both older and younger for always being there for me, encouraging me, and reminding me to keep going, even during the most difficult moments.

I'm also very thankful to my closest friends who have stood by my side throughout this journey.

I hope this thesis will be useful for readers who are interested in language learning, especially in improving vocabulary through digital platforms like Duolingo.

ABSTRACT

Author Laila Nofita Ayu, 2025. “ *Improving Students’ Vocabulary Mastery Through Duolingo Application At Seventh Grade of SMPN 2 Grogol Kediri*”

Under the thesis of English Education Department, the Faculty of Teacher Training and Education, Wijaya Kusuma University of Surabaya. Advisor by Dra. Bkti Wirawati, MPd and Dr. Ribut Surjowati, S.Pd., MPd.

This classroom action research aimed to improve the vocabulary mastery of seventh-grade students at SMPN 2 Grogol Kediri by integrating the Duolingo application into the learning process. The research was conducted in two cycles, following the stages of planning, acting, observing, and reflecting, as outlined in the action research model by Kemmis and Taggart. A total of 35 students from class 7B participated in the study. During the pre-cycle, a vocabulary test showed that only 25.7% of students reached the minimum passing grade of 75, indicating a low level of vocabulary mastery. In Cycle I, students were introduced to Duolingo and practiced vocabulary through interactive tasks. The result improved to 51.4%. In Cycle II, the students applied the vocabulary through structured writing tasks in the form of biodata. The final result showed that 80% of students passed the minimum grade. The findings show that using Duolingo, supported by contextual writing tasks, helped improve students’ vocabulary mastery in a more engaging and interactive way. *Keywords: Vocabulary mastery, Duolingo, Classroom Action Research, Junior High School*

TABLE OF CONTENT

EXAMINER APPROVAL SHEET	i
APPROVAL SHEET	ii
CERTIFICATE OF ORIGINALLY	iii
ACKNOWLEDGEMENT	iv
ABSTRACT	v
TABLE OF CONTENT	vii
CHAPTER I.....	1
INTRODUCTION	1
1.1 Background of Study	1
1.2 Research Question.....	5
1.3 Objective of The Study.....	3
1.4 Significance of The Study	6
1.5 Key Term	4
CHAPTER II	5
REVIEW OF RELATED LITERATURE	5
2.1 Vocabulary Theory	5
2.1.1 The Importance of vocabulary.....	9
2.1.2 Vocabulary Mastery	6
2.1.3 Types of Vocabulary	6
2.1.4 Aspect of Vocabulary	7
2.2 Teaching Vocabulary at SMP	12
2.2.1 The Process of Vocaulary	12
2.2.2 Criteria of Good Vocabulary.....	9
2.3 Teaching Media	11
2.3.1 Game.....	12
2.4 Duolingo Game.....	20
2.4.1 Definition of Duolingo.....	12
2.5 The Purpose of Duolingo	13
2.6 Advantages of Duolingo	14
2.7 The Implementing of Learning Vocabulary by Duolingo.....	14
CHAPTER III.....	17
RESEARCH METHOD	23
3.1 Research Design	173

3.2 Location.....	18
3.3 Time	18
3.4 Subject of The Research.....	18
3.5 Research Procedure.....	18
3.6 Data Collecting Techniques	20
3.7 Instrument of The Data.....	21
3.8 Technique of Analyzing Data.....	22
3.9 Success Indicators.....	23
CHAPTER IV	23
FINDINGS & DISCUSSION.....	24
4.1 Reseach Findings	24
4.1.1 Pre-Cycle	24
4.1.2 Cycle 1	24
4.1.3 Cycle 2	44
4.2 Discussion	36
4.3 Reflection on The Implentation	37
4.3.1 Problem–Solution Based per Cycle	37
CHAPTER V.....	40
CONCLUSIONS AND SUGGESTION.....	40
5.1 Conclusion.....	40
5.2 Suggestions	41
REFERENCES.....	42
APPENDIXES	59