

ABSTRACT

Duolingo which is part of MALL has become a fabulous learning medium to motivate students in learning vocabulary and improve students' vocabulary knowledge. It picked the interest of the writer to investigate of the use Duolingo in teaching English vocabulary. Thus, this study aims to figure out the teacher's steps in using Duolingo in teaching English vocabulary and to find out students' responses to the use of Duolingo in teaching English vocabulary. This study employed a qualitative method within a case study design and data were collected through observation, interview, and questionnaire to the English teacher and 26 students who have been experienced in learning English vocabulary by using Duolingo. The finding revealed that the English teacher was used Duolingo in teaching English vocabulary at the seventh grade at an Islamic Junior High School in Ciamis. The finding also showed that students perceived positively to the use of Duolingo in teaching English vocabulary. They felt Duolingo gave positive effect on their motivation to learn English vocabulary and improve their English vocabulary knowledge. However, small parts of students also felt some disadvantages of Duolingo, it cannot be used if there was no internet connection, using Duolingo students less expressive, the sound on the audio feature in Duolingo sometimes sounds unclear, and Duolingo did not provide a clear explanation when students answered a question incorrectly. Based on the findings, it was established that even though Duolingo has disadvantages, students still provide positive feedback. Therefore, Duolingo could be used as a good teaching medium in teaching English vocabulary. The writer suggests further researchers to examine Duolingo on other aspects of English at different levels and different numbers of participants.