

## ABSTRACT

**Iega Wulan Rahayu, THE EFFECTIVENESS OF USING DUOLINGO APPLICATION COMPARED WITH WORDWALL MEDIA TO TEACH STUDENTS' VOCABULARY MASTERY. Thesis. Pacitan: English Education Study Program STKIP PGRI Pacitan, 2024.**

*This research aims to determine if there is a significant difference in vocabulary mastery between students taught using Duolingo and those taught using Word Wall and the effectiveness of Duolingo in English vocabulary mastery.*

*This study uses a quantitative method to investigate the effects of Duolingo and Word wall media on students in the eighth grade of Junior High School 1 Tulakan. There were two classes: the experimental group receiving treatment using Duolingo and the control group using Word Wall, which consisted of 25 students. The research used a vocabulary test, with pre-tests for both groups and post-tests after treatment, and data was analyzed using Lilliefors, Bartlett, and t-tests.*

*The results of this study stated that eighth-grade students who used the Duolingo application got an average score of 71, while those who used word wall media got a score of 65.8. It shows that the scores of children taught using Duolingo are superior to those using word wall media. In addition, the t-test calculation shows that (2,22) is higher than (2,060) or  $>$ , is rejected, and it can be concluded that there is a significant difference between students who use the Duolingo application and those who do not use the Duolingo application. Thus, the Duolingo application is effective to be used to teach English vocabulary to eighth-grade students of junior high school 1 Tulakan. The study reveals Duolingo application is more effective than Word wall media in improving vocabulary mastery, emphasizing the importance of integrating technology, focusing on interactive features, regularly updating app features, and recommending further research for effective teaching practices.*

**Keywords:** Effectiveness, Duolingo, Word wall, Vocabulary Mastery