

**THE EFFECTIVENESS OF USING DUOLINGO TOWARDS  
STUDENTS' VOCABULARY MASTERY AT SMP NEGERI 5  
PANGKALPINANG**



**A THESIS**

**Submitted to the Undergraduate School in partial Fulfilment  
of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.)**

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## MOTTO

*Like Schrödinger's cat paradox, life is filled with uncertainty until we make choices. With knowledge and education, we can make informed decisions and alter our destiny. Therefore, strive hard to acquire the necessary knowledge and education.*

*"Education is the most powerful weapon to change the world"*

*- Nelson Mandela -*

## DEDICATION

*Bismillahirrahmanirrahim...*

In the name of Allah, the most Gracious, the Most Merciful. First of all, praised be to Allah, Lord of the world, who has given the researcher opportunity to study and had favoured to finish this thesis. Therefore, I am as the researcher would like to dedicate this thesis to people who have contributed in helping me to complete this thesis:

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# **THE EFFECTIVENESS OF USING DUOLINGO TOWARDS STUDENTS' VOCABULARY MASTERY AT SMP NEGERI 5 PANGKALPINANG**

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## **Abstract**

Eight grade students at SMP Negeri 5 Pangkalpinang faced challenges in mastering English vocabulary due to a lack of resources and effective learning media. This highlighted the need for interventions, such as using language learning applications like Duolingo. The goal of this study was to discover a significant difference by comparing students who used Duolingo and those who did not in the eighth grade at SMP Negeri 5 Pangkalpinang. This study employed quantitative method which was a quasi-experimental design and was conducted at SMP Negeri 5 Pangkalpinang. The sampling technique used was non-probability sampling, specifically purposive sampling. The study focused on four types of words: nouns, verbs, adjectives, and adverbs. The result of the statistic calculation showed that the value of  $t_{count} = 2,73$ , it was higher than the  $t_{table} = 2,08$ . Therefore, the null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted. Thus, there was significant difference between students' vocabulary mastery taught by using Duolingo and those who were not. In conclusion, the use of Duolingo had significant effect on students' vocabulary mastery.

**Keywords:** *Mobile Assisted Language Learning, Duolingo, vocabulary mastery, language learning applications.*

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