ABSTRACT

Hanny Yohana: *The Effect of Interactive Language Learning Applications Using Duolingo and Memrise on Vocabulary Mastery in Eighth-Grade Students of Junior High School*. A Research Paper. English Education Department, Faculty of Tarbiyah and Teaching Training, State Islamic University Sunan Gunung Djati Bandung, 2026.

This study aimed to examine the effectiveness of Duolingo and Memrise, two interactive Mobile-Assisted Language Learning (MALL) applications, in improving vocabulary mastery among eighth-grade junior high school students. The study employed a pre-experimental one-group pretest-posttest design involving 25 students of Class VIII C at MTs Ar-Raudloh Islamic Junior High School, selected through purposive sampling. The treatment was conducted over four meetings, in which Duolingo and Memrise were implemented to introduce, practice, review, and reinforce target vocabulary related to the topics of "House Tour" and "Ordering Food and Drinks." Data were collected using a multiple-choice vocabulary test that had been tested for validity using Pearson Product-Moment correlation and reliability using Cronbach's Alpha. The results showed that the students' mean score increased from 61.00 in the pretest to 86.12 in the posttest, representing a mean increase of 25.12 points. A paired-samples t-test revealed a statistically significant difference between the pretest and posttest scores, $t(24) = -8.225$, $p < .001$, leading to the rejection of the null hypothesis. Furthermore, the N-Gain analysis yielded an average score of 0.62418 (62.4178%), indicating a moderate level of improvement in students' vocabulary mastery. These findings indicate that students demonstrated significant improvement in vocabulary mastery following the implementation of Duolingo and Memrise. Therefore, the findings support the use of interactive MALL applications as supplementary tools in EFL vocabulary instruction.

Keywords: vocabulary mastery, Duolingo, Memrise, Mobile-Assisted Language Learning, junior high school