



The Use Of Memrise Application To Improve Students' Vocabulary Mastery At The Eighth Grade Of Junior High School.

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Abstract. *The ability to master English is one of the most important things for students in junior high school. Vocabulary mastery is important for students to succeed in learning and mastering English. The main purpose of this research was to find out whether there was any significant difference between students' vocabulary mastery before and after taught using Memrise application. The researcher used quantitative research and applied a pre-experimental design with a one-group pre-test and post-test. The sample consisted of 30 students. The researcher used SPSS to analyze the t-test. From the analysis, it showed that the value of Sig. (2-tailed) is $0.000 < 0.05$. Based on the analysis of the t-test and t-table value, it shows that the t-test score is 11,128, and the t-table value is 1.699. It means that the t-test value is higher than the t-table. It means that there is a significant difference between pre-test and post-test scores. Thus, it can be interpreted that the alternative hypothesis (H_a) was accepted the null hypothesis (H_o) was rejected. Thus, Teaching vocabulary using the Memrise application can improve students' vocabulary mastery. Therefore, the Memrise application is suitable to use as a media for learning and teaching English vocabulary.*

Keywords: *Vocabulary Mastery, Memrise Application, Teaching Media.*

Abstrak. Kemampuan menguasai bahasa Inggris merupakan salah satu hal yang sangat penting bagi siswa di sekolah menengah pertama. Penguasaan kosakata penting bagi siswa untuk berhasil dalam belajar dan menguasai bahasa Inggris. Tujuan utama dari penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan antara penguasaan kosa kata siswa sebelum dan sesudah diajar menggunakan aplikasi Memrise. Peneliti menggunakan penelitian kuantitatif dan menerapkan desain pre-experimental dengan one group pre-test and post-test. Sampel terdiri dari 30 siswa. Peneliti menggunakan SPSS untuk menganalisis uji-t. Dari hasil analisis menunjukkan bahwa nilai Sig. (2-tailed) adalah $0,000 < 0,05$. Berdasarkan analisis nilai t-test dan t-tabel menunjukkan nilai t-test sebesar 11,128, dan nilai t-tabel sebesar 1,699. Artinya nilai t-test lebih tinggi dari t-tabel. Artinya ada perbedaan yang signifikan antara skor pre-test dan post-test. Dengan demikian, dapat diartikan bahwa hipotesis alternatif (H_a) diterima dan hipotesis nol (H_o) ditolak. Dengan demikian, Pengajaran kosakata menggunakan aplikasi Memrise dapat meningkatkan penguasaan kosakata siswa. Oleh karena itu, aplikasi Memrise cocok digunakan sebagai media belajar dan mengajar kosakata bahasa Inggris.

Kata kunci: Penguasaan Kosakata, Aplikasi Memrise, Media Pengajaran.

INTRODUCTION

English is a language that is used to communicate with people all over the world and become one of the global languages used in many countries in the world, including Indonesia. According to Affandi & Syafi'i (2018), English is a universal language that is used to communicate with people all around the world. In this modern era, speaking, reading, and writing in English are very important. Therefore, in Indonesia, the government decided to include English as a school subject in the curriculum at various levels of education, including junior high school. English teaching starts in elementary school, but some schools start teaching English in junior high school.

The ability to master English is one of the most important things for students at the junior high school level. According to Maili (2018), Learning English in elementary schools

will be able to maximize English because the age of 6 to 13 years is a period of child language development, and children easily accept the language. Therefore, learning English for junior high school must be done so that students can more easily master English. To mastering in English, vocabulary learning is important for students to succeed in learning and mastering a language.

Vocabulary is not easy to teach in English language learning without using suitable methods and media. Students need to learn in a fun way and not boring. Teaching English using teaching media and games will make students easy to learn and make students interested in learning and not feel bored in the class. According to Rahayu and Roza (2014), teaching English through games can also make the class more cheerful and give a good result in teaching-learning activities. Based on the above, teachers need to use media to assist students in solving their vocabulary problems and improving their vocabulary.

Based on the pre-research while participating in Internship Program at a junior high school in Central Java, the researcher found that students lack interest in learning English. Students are not interested in learning English and do not give their full attention during the learning process. During the teaching and learning process, students also feel bored because the learning process does not use the right media, which only uses printed books that do not interest students. Students find it difficult when doing the exercises in their textbooks, and they also have difficulty answering the questions given by the teacher because they do not know the meaning of the questions given.

According to some of the discussions above, the researcher can understand the difficulties and problems experienced by students and teachers in learning English. As a result, the researcher decided to conduct research by using the Memrise application in learning and teaching English vocabulary. The use of the Memrise application can build students' memory in remembering some words, and it can be applied in the teaching and learning process because it is very simple and easy to use. According to Quyuyen (2022) the Memrise application offers a variety of courses on various vocabulary topics to users. The objectives of this research are as follows: 1) To find out the students' vocabulary mastery before being taught using the Memrise application. 2) To find out the students' vocabulary mastery after being taught using the Memrise application. 3) To find out whether or not there is any significant difference between students' vocabulary mastery before and after being taught using the Memrise application.

LITERATURE REVIEW

Vocabulary is the basic concept we must understand when learning a language. According to Kamil and Hiebert (2005), Vocabulary is generally defined as understanding of the meanings of words. While according to Alqahtani (2015), Vocabulary is the total number of words needed to communicate ideas and convey the speaker's meaning to them. In addition, according to Neuman & Dwyer (2009), vocabulary can be referred to the words that we need to know to communicate effectively. Therefore, Vocabulary is essential for receiving and providing information properly. By mastering English vocabulary, students are able to communicate and know the material explained in English easily. Without a good vocabulary and enough vocabulary mastery, it is difficult to master a language. Therefore, mastering Vocabulary is a basic requirement for learning English.

Teaching vocabulary is not easy to do. According to Rahayu and Roza (2014), According to Rahayu and Roza (2014), vocabulary teaching is a procedure or method used to educate students a unit of words given by the teacher. It implies that teaching vocabulary is a process in which the teacher provides students with an understanding of words and how to apply them every day of their lives. According to Lelawati et al. (2018), vocabulary learning has three stages: 1) Presentation technique. The stages that students need to be introduced to new words. As English teachers, we must always understand the appropriate vocabulary teaching techniques for students. 2) Technique in active. In the active stage, several tasks can be used to help move words into memory. 3) Media can be the main instrument in teaching and learning methods. This usually attracts students' attention and simply conveys data. Teachers should use some visuals in their teaching activities to facilitate their teaching.

In the teaching and learning process, the use of teaching media is needed to make the learning process more effective and enjoyable for students so that students do not feel bored quickly and can receive learning material well. According to Hamalik (2009), media is a tool, method, and technique used to communicate and interact between teachers and students in the teaching-learning process. While according to Andriani, K. (2022), teaching media is something that we can use to deliver the message, and it can stimulate students' attention and interest in learning activities to achieve learning goals. By using media, students will be more interested in learning activities, and teachers will deliver material easily and effectively compared to just delivering material conservatively.

In today's modern era, media and technology can be applied in the teaching and learning process. As stated by Wahyuni (2018), technologies have been beneficial in the development and maintenance of educational standards. Memrise is an online application for learning

foreign languages that has quite several users. According to Nuralisah & Kareviati (2020), Memrise is an online learning platform that focuses on vocabulary learning and is created by Ed Cooke, Grand Master of Memory, and Greg Detre, a Princeton neuroscientist who specializes in memory research and forgetting. Memrise is a free online language learning platform that provides attractive features and designs that make learning fun. According to Mardiah (2022), This application provides many interesting and creative ways to help users know each given vocabulary so that users can easily remember every vocabulary. This application was chosen for two main reasons. First, it provides users with many different topics and courses to improve student vocabulary. Second, it is the free mobile version of the famous Memrise web tool. According to Rohim et al., (2022), Memrise is one of interesting ways in teaching and learning vocabulary because it could motivate the students in learning English. By using the Memrise application as a learning media, students will be more interested in learning activities. Teachers can increase student interest and make students more enthusiastic about learning activities.

RESEARCH METHOD

In this research, the researcher used quantitative research. According to Creswell (2014), Quantitative research is an approach to testing objective theories by examining the relationship among variables. In this research, the researcher applied a pre-experimental design with a one-group pre-test and post-test. There is no control group to compare with the experimental group in this design (Creswell, 2014). The researcher employed this design to find out the differences between before and after by using the Memrise Application as a media for teaching vocabulary.

This research was conducted 3 times, starting from July 24 to July 29. In this research, the students in the eighth grade were selected as the population. According to Urdan (2016), a population is a person or society representing all associates of a certain group of interest. The population of this research was 8 classes which consisted of 247 students. The researcher chooses class X as the sample in this study, which consists of 30 students. The researcher used simple random sampling to get the sample of the research. According to Gay (2012), simple random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of selection for the sample. The test was employed by the researcher as an instrument to assess students' vocabulary mastery. The researcher provided multiple-choice questions with a total of twenty questions. The questions

contain grade 8 English material and also vocabulary from the topic in the memrise application. The researcher used pre-test and post-test for one group. The validity and reliability of the instrument were measured and analyzed using SPSS before conducting the test. The results of the analysis show that the test used in the research is valid and reliable. After collecting validity, reliability, and pre-test and post-test data, the researcher calculated the t-test to determine the significant differences between before and after being taught using the Memrise Application. The researcher used SPSS 27 programs to analyse the data.

RESEARCH FINDINGS AND DISCUSSION

The researcher used three processes in this research, which are pre-test, treatment, and post-test. At the beginning of the research, the researcher conducted a pre-test on students before being given treatment by being taught using the Memrise application. The pre-test is given as multiple-choice questions consisting of 20 items. This test aims to determine the students' vocabulary mastery before being taught using the Memrise application. The next step was the researcher giving treatment three times with the Memrise application. After that, the researcher gave a post-test. The purpose is to determine students' vocabulary mastery after being taught using the Memrise application. After completing the research process, the researcher obtained data and calculated students' pre-test and post-test results. The researcher used SPSS 27 to analyze the data after calculating results of the students' pre-test and post-test.

The Students' Vocabulary Mastery before being Taught Using the Memrise application.

The researcher gave the pre-test to determine the students' vocabulary mastery before being taught using the Memrise application. The pre-test was given before treatment to determine students' mastery of English vocabulary before being given treatment using the Memrise application.

After the students finished doing the pre-test, the researcher calculated the score. Based on the calculation, it showed that the total pre-test score of students was 2075. The lowest pre-test score was 50, while the mean score of the students' pre-test was 69,16. From the results, it means that the student's score is low because the mean of the student's score was less than 70. It is categorized that the student's English vocabulary mastery is low and inadequate.

The Students' Vocabulary Mastery after being Taught Using the Memrise application.

Students were given a post-test to determine their vocabulary mastery after being taught using the Memrise application. Before conducting the post-test, treatment was given to students to improve their English vocabulary mastery using the Memrise application. After being given treatment, the next stage is to give a post-test to students. Students were given a post-test after

completing the treatment using the Memrise Application to determine their vocabulary mastery after using the Memrise Application. The researcher gave twenty questions to the students and gave them forty minutes to work on the questions. The questions are the same as the pre-test but have been randomized by the researcher.

Based on the calculation results, The sum of the scores of the students' post-test was 2610. The maximum student post-test score was 100, and the minimum score was 70. The mean score of the students' pre-test was 87,00. Thus, students' vocabulary scores improve. It means that the student's vocabulary mastery is high and categorized as good.

The Significant Difference in Students' Vocabulary Mastery before and after being Taught Using the Memrise application.

After finding the calculation of the pre-test and post-test, the researcher calculated the significant differences in students' vocabulary mastery before and after being taught using the Memrise application. The researcher used the t-test to calculate whether there was a significant difference between the pre-test and post-test data. The researcher analyzed the pre-test and post-test results and calculated the t-test using SPSS 27.

Table 4.1 Paired sample test

		Paired Samples Test					t	df	Sig. (2-tailed)
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE TEST - POST TEST	-17,83333	8,77726	1,60250	-21,11081	14,55585	-11,128	29	,000

From the calculations result the value of Sig. (2-tailed) is 0.000. Thus, it knows that $0.000 < 0.05$. It inferred that there is a significant difference between pre-test and post-test scores. During the results of the analysis t-test, the t-test value is 11,128, and the t-table is 1,699. It knows that the t-test value is higher than the t-table ($11,128 > 1,699$). It can infer that there is a significant difference in students' vocabulary mastery before and after using the Memrise application.

Based on the result that the researcher calculated through SPSS 27, there is a significant difference in student scores before and after teaching using the Memrise application. It can see from the findings of the paired sample test, which states that the Memrise application is suitable to use as a media for learning and teaching English vocabulary. The results of this research are similar to previous research conducted by Nuralisah & Kareviati (2020) which vocabulary learning using the Memrise application is effective for improving students' language skills.

This is proven by the average pre-test score of students was 68,3, and on the post-test, it was 85,1. Using the Memrise application can attract students' interest and attention in teaching and learning the English vocabulary process. Students don't get bored in class when using the Memrise application as a teaching media and can learn English vocabulary easily.

CONCLUSION AND SUGGESTION

Based on the findings and discussion, there are several points that can be stated. Firstly, vocabulary mastery of the eighth-grade students before being taught using the Memrise application was still low and inadequate. This is proven from the mean score of the pre-test of 69.11, which means less than 70. Therefore, teachers need new methods and media so students can learn easily and be interested in learning English. Secondly, the vocabulary mastery of the eighth grade students after being taught using the Memrise application was good. It can be seen from the mean of the post-test score was 87.00, which means that the mean of the post-test score was high and good. From these results, it knows that there is a difference in the mean of the pre-test and post-test scores after being taught using the Memrise application. The post-test mean score was higher than the pre-test mean score. Therefore, using the Memrise application can attract students' interest and attention in teaching and learning English vocabulary, and this application is suitable as a new media for learning new vocabulary for students.

Lastly, there is a significant difference between the student's pre-test and post-test scores. It can be seen from the result of the calculation of paired sample test using SPSS 27. The result of significant (2-tailed) was $0.000 < 0.05$. Since the Sig. (2-tailed) is smaller than 0.05, proving a significant difference between the pre-test and post-test scores. Comparing the t-test and t-table value also shows that the t-test value is higher than the t-table value. It can be seen that the t-test value is 11.128, and the t-table value is 1.699. It means that the alternative hypothesis (H_a) was accepted the null hypothesis (H_o) was rejected. It can be concluded that there is a significant difference in students' vocabulary mastery before and after using the Memrise application. The result showed that using the Memrise application can improve students' vocabulary mastery.

The researcher hopes that with this research, the readers will get a lot of information and use the Memrise application as an alternative media for conducting research. This research can be used as an additional reference for similar research in a different way to other studies. Many learning media can be studied in learning English, especially vocabulary, and can be applied in the teaching and learning process.

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