

# THE EFFECTIVENESS OF USING MEMRISE APPLICATION TO ENHANCE THE SECOND GRADE OF SMPIT AL FITYAH PEKANBARU STUDENTS' VOCABULARY MASTERY

Deviona Hendrisa<sup>1</sup>, Erni<sup>2</sup>, Rumiri Aruan<sup>3</sup>

Teacher Training and Education Faculty, Riau University, Indonesia  
<sup>1</sup> deviona.hendrisa6525@student.unri.ac.id, <sup>2</sup> erni@lecturer.unri.ac.id,  
<sup>3</sup> rumiri.aruan@lecturer.unri.ac.id

## Abstract

Vocabulary plays a crucial function in learning English because it connects the four language abilities: reading, writing, speaking, and listening. As a result, teaching approaches are required to effectively teach vocabulary. Students can increase their vocabulary using a variety of platforms, including the Memrise app. The goal of this research is to examine the effectiveness of using the memrise program for improving second-grade vocabulary knowledge at SMPIT Alfityah Pekanbaru. This study employed a quantitative experimental method design with a sample size of 51 eighth-grade students from SMPIT Alfityah Pekanbaru. The study was separated into two categories: control and experimental. Students will initially take a pre-test to check their first vocabulary mastery. The follow-up test was given after four treatment sessions in which the Memrise functioned as a supplement in the experimental class. The data in this research were analyzed using SPSS 25 and the Independent Sample T-Test. The study's findings revealed a p-value of 0.000. The value was 0.000, or less than 0.05. As a result, the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. In other words, using the Memrise app can help eighth-grade students at SMPIT Al Fityah Pekanbaru improve their vocabulary.

**Keywords:** Vocabulary Mastery; Memrise; Junior High School Students

## INTRODUCTION

Nowadays, Many people around the world use English to communicate and share with one another. Consequently, people should be able to understand English and can easily communicate with others. Students in learning English should master vocabulary. Limited vocabulary makes it difficult to express their idea in English class. According to Thornbury (2002), Mastering vocabulary means that students are familiar with the meanings of words as well as their spoken and written forms, grammatical functions, word origins, collocations, register (spoken and written), associations (or connotations), and frequency (or frequency distribution) of the words. Based on the writer's teaching experience with 8<sup>th</sup>-grade students in SMPIT Al-Fityah Pekanbaru during the PLP program, there were still many students who were challenged to improve their vocabulary because the teacher still used traditional methods such as the teacher-centered during the teaching and learning process. Despite this, the learning activities is not exciting, and feel bored. Furthermore, students had low achievement in English class, and for them, English is a complex language.

In this era, technology is a primary component of people's everyday lives. With technology, people can explore anything. One of them is for learning English. There are many things we can get with technology, and we can learn English with the application to make learning English easier and not limited by the teachers in the schools only. Students can improve their vocabulary through many platforms, including the Memrise application. Memrise application is easy to access. Louis (2015) says that Memrise is an online learning media that we can access through

smartphone, tablets, or computers that we can use to learn vocabulary easily and also we can use to build long-term memory of the vocabulary that we learn by going through a series of exercises that we have to do regularly.

According to the 2013 curriculum, the summary of material for eight grade students, especially in English lesson, the second grade students are required to study about Some expressions in English, descriptive text, etc. In this study the writer only focus on Descriptive text. This material is expected students to increase students vocabulary . The students lessons are relevant to improve students vocabulary mastery which related to their language skill. In six meetings, they learn about how to using Memrise Application as a media or tool to enhance their vocabulary mastery in teaching learning process. By this application they learn some aspects of language skills, reading, writing, listening and speaking.

The dictionary defines vocabulary as “a rundown or assortment of words and phrases, sometimes alphabetically organized and explained or defined.” This understanding allows us to define vocabulary as a collection of words and phrases grouped alphabetically to explain their meaning.

Hornby defines vocabulary as the following:

- a. Words spoken by an individual
- b. Words in a specific language
- c. Words used when discussing a particular topic
- d. Lists of words and their meanings, particularly in books to learning a foreign language.

Mastery is having no trouble using something after thoroughly learning or comprehending it. According to Porter (2001), vocabulary is a store of words about language containing their meanings used by an individual or group of people in oral or written communication. Furthermore, “mastery” means having good skills and knowledge in some activity or subject. Therefore, vocabulary mastery is the comprehensive knowledge to recognize, understand, and create vocabulary and its meaning.

Cameron (2001) stated that vocabulary skills include pronunciation, spelling, grammar, and meaning.

- a. Pronunciation  
Students must hear a new word spoken in a foreign language several times before they can notice the stress pattern and the sound at the word’s beginning and finish.
- b. Spelling  
The letters and syllables that create the word is called spelling.
- c. Grammar  
Words and grammar are related, so learning words can lead children to understanding grammar.
- d. Meaning  
The amount of mental effort pupils expend in identifying the meaning of new words influences how successfully a word is entrenched in memory. The more students have to consider the word and its function, the more likely they are to remember it.

According to Laxman & Naik (2016), Memrise is a vocabulary study website. It is available for free as a web application, Android, and iPhone app. Memrise is a consumer-created learning application that employs flash cards as mnemonics. It focuses on language learning but also includes content material on a selection of other topics. Memrise provides over 150 language publications throughout 25 languages. This app has more than 35 million registered users. Memrise has been making profits since late 2016.

Memrise's platform looks simple and easy to use. It also has a wide range of courses in different languages on specific topics. This helps students want to learn more words because it provides exciting things in the vocabulary list. After all, this is used for gamification for self-study. However, many words are useless if the student does not understand how to employ them in a sentence. This helps students organize their vocabulary into grammatically correct sentences.

The Advantages of Memrise:

- a. Memrise application is free and easy to access
- b. It is recommend to encourage students to acquire and revise vocabulary words, as new words can be recalled indirectly due to their repetition, as well as their meaning.
- c. We can learn while playing because memrise app is an excellent location to begin learning a language in the form of a game
- d. It teaches the meaning of words using flashcards and includes multiple learning and review modes to aid you with grammar, speaking, and listening.

The Disadvantages of Memrise:

- a. This study used free features of memrise while the application have premium features so in this free feature we can't play all levels.
- b. This application can't be used on offline networks. We must use internet and WiFi to play Memrise.
- c. Teachers can't monitor students automatically, but teachers must check one by one the levels that students have played on the student's cellphone.

According to Pardiyono (2007), descriptive text is a sort of written text paragraph that has the special purpose of describing about an object (living or non-living) items and has the aim of offering a clear description of the object to the reader. Moreover, Descriptive text aims to accurately describe a given subject. This research only focuses on descriptive text of Animals. Descriptive text of animals is a text which lists the parts, characteristics of animals or a text which say what a animals is like.

## **METHOD**

This research used Quantitative Experimental method design. Arikunto (2006) asserts that the data will be assessed using a quantitative approach. The population in this study was the eight-grade students at SMPIT AlFityah Pekanbaru In the academic year 2023/2024. There are two classes. The sample for this study is 8A and 8B. Both classes will be separated into two groups. Thus, the overall sample size is 51 students. According to Arikunto & Suharsimi (2006) Population is conducted when the total population size is less than 100 individuals. Therefore, the entirety of the population were utilized as a sample in this study. In this situation, the sample consists of the students from Classes 8A (Control class) and 8B (Experimental class) of the SMPIT Al Fityah Pekanbaru, as determined by spin wheel.

To get the data, the writer used pre-test and post-test with treatment 4 meetings. The data for this study was calculated using the Statistical Product and Service Solution (SPSS 25) software. After administering the post-test, the final stage was to evaluate whether the hypothesis was accepted or rejected.

## **RESULTS AND DISCUSSION**

### **Results**

#### ***Validity Test***

According to Juliandi (2014), if the correlation value obtained is positive, then the instrument points tested are valid and see the significance of the resulting correlation value, namely by comparing the correlation value  $r$  count with the  $r$  table value.

**Validity Test Results**

Table 1. Validity Test Results

Variable	Question items	R Count	R Table	Conclusion
	Q1	0,454	0,388	Valid
	Q2	0,512	0,388	Valid
	Q3	0,469	0,388	Valid
	Q4	0,504	0,388	Valid
	Q5	0,495	0,388	Valid
	Q6	0,482	0,388	Valid
	Q7	0,000	0,388	Invalid
	Q8	0,437	0,388	Valid
	Q9	0,573	0,388	Valid
	Q10	0,428	0,388	Valid
	Q11	0,459	0,388	Valid
	Q12	0,529	0,388	Valid
	Q13	0,000	0,388	Invalid
	Q14	-0,113	0,388	Invalid
	Q15	-0,160	0,388	Invalid
	Q16	0,420	0,388	Valid
	Q17	0,504	0,388	Valid
	Q18	-0,040	0,388	Invalid
	Q19	0,473	0,388	Valid
Try Out	Q20	0,327	0,388	Invalid
	Q21	0,000	0,388	Invalid
	Q22	0,441	0,388	Valid
	Q23	0,437	0,388	Valid
	Q24	0,515	0,388	Valid
	Q25	-0,160	0,388	Invalid
	Q26	0,523	0,388	Valid
	Q27	0,448	0,388	Valid
	Q28	0,459	0,388	Valid
	Q29	-0,017	0,388	Invalid
	Q30	-0,202	0,388	Invalid
	Q31	0,437	0,388	Valid
	Q32	0,428	0,388	Valid
	Q33	0,543	0,388	Valid
	Q34	0,464	0,388	Valid
	Q35	0,613	0,388	Valid
	Q36	0,447	0,388	Valid
	Q37	0,393	0,388	Valid
	Q38	0,530	0,388	Valid
	Q39	0,504	0,388	Valid
	Q40	0,424	0,388	Valid

Source : (Processed using SPSS 25, 2024)

It can be seen from the table above, it is known that the results of the validity test on the question item from the try out can be said that most of the questions items are valid, because most of the statement items have a value of  $r_{count} > r_{table}$  or  $r_{count} > 0.388$  at a significance level of 0.05. Therefore, most of the questions statement items on the Try Out variable can be used as measuring instruments for the variables studied.

The invalid question items are item Q.7, item Q.13 item Q.14, item Q.15, item Q.18, item Q.20, item Q.21, item Q.25, item Q.29, and item Q.30.

### Reliability Test

Sumardi (2015) stated if the results are constant, then the instrument is dependable. The Cronbach Alpha value was used to assess reliability which was tested using SPSS, a variable is called reliable if the Cronbach Alpha ( $\alpha$ ) value is  $> 0.60$ . The following are the results of the reliability test in this study.

Table 2. Result of Reliability Test

Variable	Cronbach's Alpha	N of Items	Conclusion
Try Out	0,841	40	Reliable

Source : (Processed using SPSS 25, 2024)

It can be seen from the table of reliability test results above that of the 40 question items, the Try Out variable has a Cronbach's Alpha value of 0.841. This means that the variable has a Cronbach's Alpha value  $> 0.60$ , which means that the question items on the variable can be declared reliable as a research measuring instrument.

### Normality Test

- If the Significance value  $> 0.05$ , then the research data is normally distributed.
- If the Significance value  $< 0.05$ , then the research data is not normally distributed.

Table 1. Result of Normality Test

Nilai	Kelas	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
	Control	.143	26	.183	.928	26	.071
	Experimental	.174	25	.050	.925	25	.068

#### a. Lilliefors Significance Correction

According to Ghasemi & Zahediasl (2012), a normality test is used to determine whether or not the data is normally distributed. Based on the table above, the Control class shows that the Shapiro Wilk sig value is 0.071, where the value is greater than 0.05, so the conclusion of the data processing can be stated that the data is normally distributed. Based on the table above, the Experiment class shows that the Shapiro Wilk sig value is 0.068, where the value is greater than 0.05, so the conclusion of the data processing can be stated that the data is normally distributed. The reason for using the sig value. Shapiro Wilk is because the amount of data is 25 for the control class and 26 data for the experimental class, where the amount is smaller than 50 data. Because the data is normally distributed, the difference test used on unpaired samples is the Independent sample T-test.

### Homogeneity Test

- If the Significance value  $> 0.05$ , then the data distribution is homogeneous.

b. If the Significance value  $<0.05$ , then the data distribution is not homogeneous.

**Test of Homogeneity of Variances**

Table 4. Result of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Ni Based on Mean	1.208	1	49	.277
lai Based on Median	.764	1	49	.386
Based on Median and with adjusted df	.764	1	48.972	.386
Based on trimmed mean	1.200	1	49	.279

The sig value is calculated using the data in the table above. Based on Mean  $0.277 > 0.05$ , it is possible to deduce that the variance of the Control class data compared to the Experimental class is the same or homogeneous, implying that one of the Independent sample T-test requirements was met.

**Independent Sample T Test**

Table 5. Result of Independent T Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				95% Confidence Interval of the Difference		
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Mark	Equal variances assumed	1.208	.277	-9.718	49	.000	-16.24615	1.67177	-19.60570	-12.88661
	Equal variances not assumed			-9.697	47.973	.000	-16.24615	1.67533	-19.61469	-12.87762

H0: If the Sig value. (2-tailed)  $> 0.05$ , then there is no significant difference between the Control class and the Experiment Class.

Ha: If the Sig value. (2-tailed)  $< 0.05$ , then there is a significant difference between the Control Class and the Experiment Class.

This is the last step to analyze the data after the homogeneity test was done. From the table of statistics, it can be seen that the result of Sig value. (2-tailed) is  $0,000 < 0,05$ , so the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. In other words, using the Memrise application can enhancing eighth-grade of SMPIT Al Fityah Pekanbaru students' vocabulary mastery.

**Discussion**

To address the findings of the effectiveness of the Memrise application to enhance the second grade of SMPIT Al Fityah Pekanbaru students' vocabulary mastery, the writer provides a discussion. The analysis of the experimental data used in this study revealed Significance and



clarity disparities in the level of vocabulary mastery demonstrated by the two separate groups of students. The experimental class, which was subjected to the use of the Memrise application, showed significant enhancement in vocabulary mastery compared to the control class, which did not get the use of the same treatment. The average pretest score for the experimental class was 76.24, whereas the average score for the control class was 67.38.

After implementing the treatment using the Memrise application in the experimental class, the post-test results revealed a significant improvement in students' vocabulary acquisition. Definitely, the experimental class increased their average score to 91.40. This significant increase in vocabulary knowledge demonstrates the Memrise application's good influence as an educational and learning aid. In comparison, the control group, which did not get this treatment, did not have the same change in mean post-test score of 75.15. Thereby, this shows the difference in the average pre-test of the two classes is different, namely 8.86%. On the other hand, The difference average of post test two group is 16.25%. According to the post-test results so far, the reason why control class got the lowest score because they did not use the memrise application in the treatment, and less conducive class. While the experimental class used memrise during treatment, and they enjoy learning vocabulary with the Memrise application because memrise application is a new application that they use in learning vocabulary and it becomes the main focus in this study.

In brief, after calculating the result using Independent T test statistics, it can be seen that the result of Asymp. Sig. (2-tailed) is  $0.000 < 0.05$ , therefore, the alternative hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_0$ ) was rejected. It means, there was a positive effect of using Memrise application to enhance the second grade of SMPIT Al Fityah Pekanbaru students' vocabulary mastery. This finding was supported by the research of Jalil Fathi, Forough Alipour, Abdul baset Saeedian (2019), Ai Siti Nuralisah, Evie Kareviati (2020), Tran Ngoc Quyen Quyen (2022) and Dian Fadhilawati (2016) who also proved that the Memrise application is effective for enhance student vocabulary. These studies revealed that using the Memrise application for learning can help students enhance their comprehension and vocabulary. These findings also demonstrated that the Memrise program might be an excellent medium for boosting students' vocabulary.

## CONCLUSION

The goal of this study is to see if using Memrise has a substantial impact on the vocabulary development of eighth-grade students at SMPIT Al Fityah Pekanbaru. This study used two sample groups: the experimental class and the control class. The experimental class was treated using the Memrise application, whereas the control class was not.

It is possible to draw the conclusion that the Memrise application is effective to enhance students' vocabulary mastery on the basis of the data analysis that has been explained. It can be seen from the fact that the mean post-test scores of the experimental class students was higher than the control class score ( $91,40 > 75,15$ ). This is possible due to the fact that a Memrise application can enhancing their vocabulary mastery.

## ACKNOWLEDGMENTS

All praise be to Allah. Which has given me the opportunity, strength, and health to learn and complete this article. The authors would also like to thank all of the English Education Department lecturers. This research was conducted to fulfil the final assignment of the course and to broaden the researcher's horizons in the field of education technology. The researcher would like to thank the supervisor for this final project for his help and guidance in the

preparation of this research. Through this research, the researcher hopes to encourage more research that discusses the effectiveness of an application to improve language skills with a wider and more diverse scope.

## REFERENCES

- Arikunto, Suharsimi. (2006). *Prosedur Penelitian Suatu Pendekatan Praktik*, Edisi Revisi. Jakarta: Rineka Cipta.
- Cameron, L. (2001) *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press. Anak. Ganec Swara, Vol. 13 (No.2), 332–337. <http://journal.unmasmataram.ac.id/index>.
- Fadhilawati, D. (2016). *Learning and Reviewing Vocabulary Through Memrise To Improve Students' Vocabulary Achievement*. JARES (Journal of Academic Research and Sciences), 1(2), 4. <https://doi.org/10.35457/jares.v1i2.419>
- Fathi, J., Alipour, F., & Saedian, A. (2018). *Enhancing Vocabulary Learning and Self-Regulation via a Mobile Application: An Investigation of the Memrise App*. Journal of Modern Research in English Language Studies, 5(1), 27–46.
- Ghasemi, A., & Zahediasl, S. (2012). Normality tests for statistical analysis: A guide for non-statisticians. *International Journal of Endocrinology and Metabolism*, 10(2), 486–489. <https://doi.org/10.5812/ijem.3505>
- Louis. (2015). “*The impact of using Memrise on student's perceptions of learning Latin Vocabulary and on long-term memory of words*”, Vol.16 no.32, (The Journal of Classics Teaching). P. 14-15.
- Nuralisah, A. S., & Kareviati, E. (2020). *The Effectiveness of Using Memrise Application in Teaching Vocabulary*. PROJECT (Professional Journal of English Education), 3(4), 494. <https://doi.org/10.22460/project.v3i4.p494-500>
- Pardiyono. (2007). *Pasti Bisa Teaching Genre Based Writing*. Yogyakarta: Andi Offset.
- Porter, M. E. (2001). *Strategy and the internet*. Harvard Business Review, 79(3), 62–78.
- Quyen, T. N. Q. (2022). *Improve Students' English Vocabulary With the Memrise Mobile Application*. International Journal on E-Learning Practices (IJELP), 5, 12–22. <https://jurcon.ums.edu.my/ojums/index.php/ijelp/article/view/4095>
- Thornbury, Scott. (2002). *How to Teach Vocabulary*. England: Pearson Education Limited.
- Volkers, M. (2019). Using “Memrise” To Boost English For Business Vocabulary Mastery: Students' Viewpoint No Ayaη, 8(5), 55.