

Improving English Vocabulary Mastery Through The Memrise Application for Twelve Grade Students MA Al Djufri: A Classroom Action Research

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Abstract

The aims of this research is to find out how students perceive and understand the memrise application as a tool to learn and improve the understanding of English vocabulary. Classroom Action Research (CAR) is the method of this research. The subjects in this research are twelve grade students with a total of 30 students at MA Al Djufri Pamekasan. The time of this research is from the month of October to November 2024. In this research, the author used observation sheet and test instruments. The results of this research in cycle 1 were 64.4 while the results of this research in cycle 2 were 93. Results In cycle 1, these results were supported by the results of observation of teacher activities by achieving an average of 87% and student observation results of 74.8%, while the results in cycle 2 were supported by the results of observation of teacher activities by achieving an average of 94% of enthusiasm and 89.6% of student implementation observations. Students' vocabulary knowledge and learning engagement can be enhanced by utilizing the memrise application.

Keywords: Vocabulary; Memrise Application; CAR

INTRODUCTION

Education is an important component of life that should be pursued by every individual because through education, an individual can develop and realize his potential to meet the needs, knowledge, and skills needed in life (Waani & Kandowanko, 2019). According to Kasa (2022) People must have the ability to fulfill education starting from the elementary level to a higher level than the age of toddlers. According to Maryam (2023) the advancement of information and communication technology that can help aspects of life, including education, technology can be used, especially in teaching English as a learning media.

Deni & Fahriany (2020) stated that in learning English, vocabulary is very important because it builds other skills such as reading, speaking, writing and listening. In English learning, speaking, listening, writing, and reading are four skills that must be mastered in English classes, because they have many goals and benefits, such as providing students with structured support, opportunities to be creative, using language to exchange information, honing learning skills, and confidence (Sadiku, 2015). Then in order for students to understand and master English, vocabulary mastery is very important for students (Zuniati et al, 2023).

In general, vocabulary is knowledge of words and their meanings (Nuralisah & Kareviati, 2020). Hidayatullah et al (2024) stated that to learn English, understanding vocabulary is the most crucial element of the learning process, it is crucial to comprehend it. During the language learning process, particularly while learning English, vocabulary is the first tool and skill that must be learned and mastered first, because with the ability to know vocabulary students can

develop other skills in both the productive and receptive fields. Vocabulary is an important part of understanding and using language (Pasaribu et al, 2023). Siagian et al (2023) stated that currently many students think that English is a difficult language, this is an obstacle because students feel that they do not understand and have enough vocabulary, many of them find it difficult to remember and memorize English vocabulary.

Taebenu & Katemba (2021) stated that Indonesian students often experience difficulties in mastering vocabulary, this is influenced by intrinsic and extrinsic factors. Intrinsic factors include a lack of motivation in learning English vocabulary and students' difficulty in memorizing new vocabulary in English. One of the media that is suitable for learning in order to improve English vocabulary is the memrise application. According to Maryam (2023) the memrise application is mobile that helps increase vocabulary. By using the memrise app, students can improve their memory when remembering a few words. Additionally, this application is appropriate for the process of teaching and learning (Zuniati et al, 2023). According to Tran Ngoc Quyen Quyen (2022) memrise as the most popular English learning software, is the best choice for learning English vocabulary. The memrise application is an educational language application program that can be used and downloaded on mobile devices, namely the playstore. The memrise application can be used to improve English vocabulary, not only in language learning.

In fact, currently many students at MA Al Djufri, especially in twelve grade, have difficulties in learning English vocabulary, many obstacles faced by students such as difficulties in translating English sentences, writing and spelling words, pronouncing words, difficulty remembering vocabulary, poor understanding of English, and lack of students' desire to increase English vocabulary. In addition to the obstacles above, in the conventional approach in the learning process, teachers use conventional methods in conveying English texts and ask students to translate using dictionaries. This makes students feel bored and do not understand because they spend too much time understanding sentences in English.

Based on previous research, most studies use memrise as a medium to improve students' English vocabulary. The study by González Valencia et al. (2020) describes how teachers use memrise to teach vocabulary in the classroom through observation. In addition to increasing students' vocabulary in English, this research focuses more on teaching them how to pronounce words and phrases correctly. To overcome the problem of low understanding of English vocabulary in students at MA Al Djufri, researchers use the media of memrise application in learning English vocabulary to improve better and effective vocabulary understanding for students, in order to create a new learning style that has never been applied before in school. The aims of this research is to ascertain whether the effectiveness of the memrise application in improving the English vocabulary of twelve grade MA Al Djufri students.

METHOD

The researcher employed classroom action research (CAR) in this research to find out and learn how the memrise application help students in improving students' English vocabulary. This type of research is classified as a qualitative approach. According to Kunandar in Tini Moge & Salaki Reynaldo Joshua (2022) stated that CAR is a research that has been carried out by educators, in the CAR research there is an element of collaboration both between students and teachers. These steps aim to improve the quality of the learning process through classroom actions that are designed and determined in cycles. It is hoped that the research of classroom actions can help teachers find the strengths and weaknesses of learning and improve students' understanding and achievement in English vocabulary. This research was conducted in twelve grade of MA Al Djufri Blumbungan Pamekasan, with a total of 30 students. The researcher used two cycles of CAR were employed in this research each cycle consisted of four meetings.

Namely planning, acting, observing and reflecting. The flow of the classroom action research cycle is shown in Figure 1.

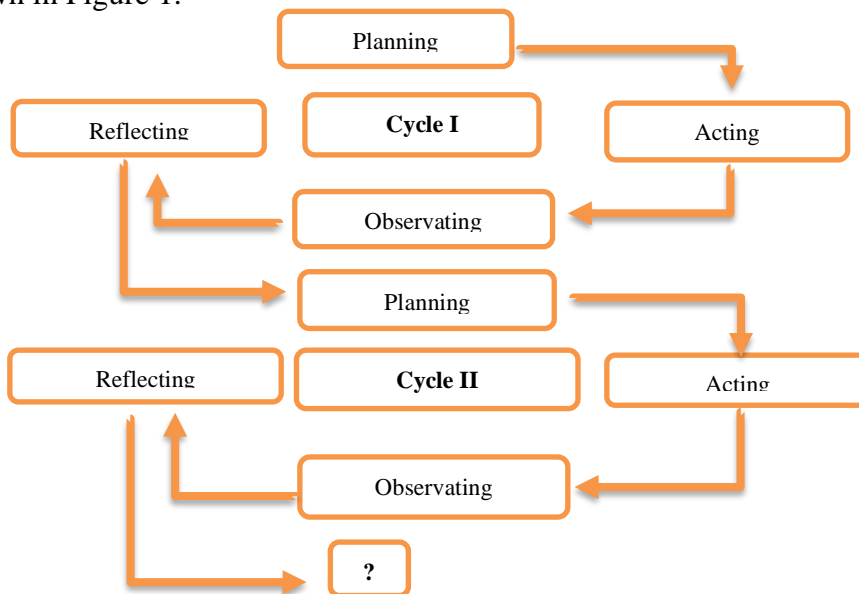


Figure 1. Action Research Model (Meylinda & Simatupang, 2024)

The first stage is planning, at this stage, the researcher prepares and develops a learning plan, assessment criteria, and learning media that are used to develop students' understanding of English vocabulary and compile pretest in the form of multiple choice, and essay questions that students will do. The second stage of acting, this stage the researcher plays an important role as a teacher and observer, the researcher applies and implements the results of the previous research plan. The researcher implements the learning plan by applying the media that has been designed in the learning process, namely memrise application as a learning strategy for vocabulary material. The research was carried out for 4 meetings, namely: (1) pretest cycle 1 (2) posttest cycle 1 (3) implementation of memrise application, followed by pretest cycle 2, (3) posttest cycle 2. Next is the observing, at this observing stage the teacher uses memrise application as a media in the learning process, in addition to the implementation of observing of the teacher is also observed on students. In this observation process, 1 person is carried out as an observer to observe learning activities and 1 person to observe students. The data obtained from the observation results are in the form of data on the implementation of the lesson plan meeting 1 and 2. The last stage in this research, both cycle 1 and cycle 2, is the reflecting stage. The reflecting stage is the implementation of observation.

RESULTS AND DISCUSSION

Results

Based on the research results in cycle 1, data is provided on how teachers and students carry out the learning process based on the research findings obtained as shown in Table 1 and Table 2.

Table 1. Implementation of the learning process cycle 1

Aspects observed	Percentage of implementation
Initial activities	91%
Main activities	87%
Closing activities	83%

Based on Table 1, the implementation of the learning process cycle 1 in the initial activity is 91%, where the teacher opens the lesson by providing initial motivation. The learning process

is implemented 87% of the time in the main activities. In the closing activity, the implementation of the learning process was 83%, where the teacher gave reflection or feedback.

Table 2. Results of observation of student activities in the learning process cycle 1

No	Aspects observed	Percentage of implementation
1	Students pay attention to the teacher's explanation	75%
2	Students answer questions given by the teacher	75%
3	Students follow the teacher's instructions, mention English vocabulary	62%
4	Students taking a vocabulary test	62%
5	Students together with teachers reflect on learning outcomes	100%
Average		74,8%

In cycle 1, the results of observation of student activities reached an average of 74.8% as shown in Table 2, it can be seen that paying attention to what is conveyed by the teacher. In addition to paying attention to the teacher's explanations, students were also able to answer questions and follow the teacher's instructions in mentioning English vocabulary. To see the learning outcomes of students, a posttest was carried out which was previously pretested as shown in Table 3.

Table 3. Average pretest and posttest scores of cycle 1 students

Average pre-test and post-test	Score
Pretest	58.6
Posttest	64.4

Considering the outcomes of the assessment in cycle 1, a posttest score of 64.4 was obtained, the posttest score was higher than the pretest score of cycle 1. Thus, the results achieved in cycle 1, evidently the memrise application is a useful resource for enhancing vocabulary knowledge in English. The results of the research in cycle 2 obtained data on the implementation of the learning process carried out by teachers and students as shown in Table 4 and Table 5.

Table 4. Implementation of the learning process cycle 2

Aspects observed	Percentage of implementation
Initial activities	100%
Main activities	93%
Closing activities	91%

Based on Table 4, the application of the learning process cycle 2 at 100% initial activity, the teacher begins learning by providing initial motivation and conveying learning objectives briefly and clearly. The description of the findings from the student activities in cycle 2 are described in Table 5.

Table 5. Implementation of the learning process cycle 2

No	Aspects observed	Percentage of Implementation
1	Students pay attention to the teacher's explanation	87%
2	Students answer questions given by the teacher	87%
3	Students follow the teacher's instructions, mention English vocabulary	87%
4	Students taking a vocabulary test	87%

5 Students together with teachers reflect on learning outcomes 100%

Average 89,6%

Based on the results of observations in cycle 2, student activities showed an increase by reaching an average of 89.6%. In addition to the results of observation from the implementation teachers and students, in cycle 2 there are also learning outcomes from the pre-test and post-test scores. The learning outcomes shown from the pre-test and post-test in Table 6.

Table 6. Average score of pretest and posttest students in cycle 2

Average pre-test and post-test	Score
Pre-test	82.5
Post-test	93.0

Based on the results of the assessment in cycle 2, a pretest score of 82.5 and a posttest score of 93.0 were obtained, where the posttest score was higher than the pretest score. This shows that the memrise application has a positive, effective, and innovative impact on students' understanding of English vocabulary.

The results of this cycle 2 show that acquiring vocabulary in English with the memrise application is an innovative and effective approach to improve students' English understanding. Based on the results of this research, both cycle 1 and cycle 2, student learning outcomes have improved as shown in Figure 2.

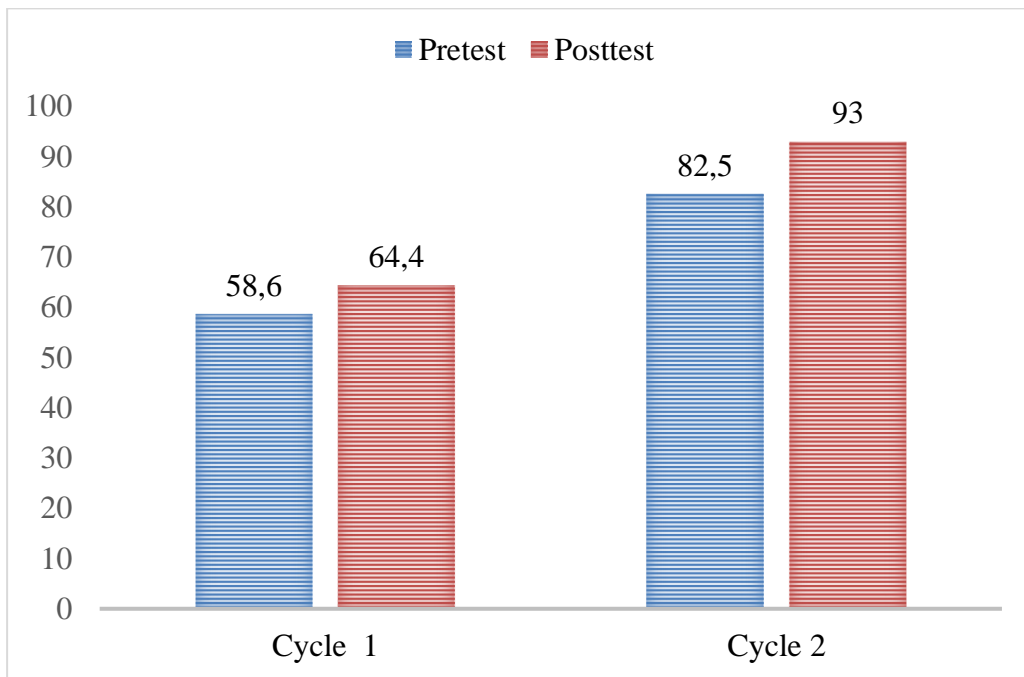


Figure 2. Learning Outcomes in Cycle 1 and Cycle 2

Based on Figure 2. It can be seen that the learning outcomes in cycle 2 are higher than in cycle 1. The memrise application helps students be more interactive in learning, such as through quizzes, exercises, and games, thereby increasing student motivation to learn. In addition, the use of memrise provides a learning experience that suits the needs of each student, accompanied by audio visual features, this application helps students understand the material more effectively.

Discussion

It is crucial to provide initial motivation in order to initiate the learning process. Learning motivation is a factor that contributes to achieving the success of the learning process (Lasut, 2021). In addition, according to Cahyani *et al* (2020) the success of teaching and learning activities for both teachers and students in the classroom can also be impacted by the motivation of students to learn.

In the main activities, teachers coordinate students to collaborate and encourage students to form groups to achieve learning goals. According to (Tri *et al*, 2022) learning by collaborating is a learning model where students work together to achieve a common goal. Meanwhile, according to (Wiartis, 2021) the collaboration approach aims to help develop student knowledge through interaction, sharing knowledge between teachers and students, so that students' thinking skills can develop and support the improvement of their learning abilities. According to Magdalena *et al* (2020) feedback is all information related to the learning process, so this feedback is needed to evaluate and correct errors or inputs in each learning process.

The results of the observation of student activities in cycle 1, showed that students paid attention to lessons which is one of the effective learning processes. According to Adawiyah (2021) students' attention is very important to the subject matter given during the learning process. It is not expected that students will disregard or not listen to the teacher's explanations this will result in their inability to comprehend the information that the teacher has provided. According to Damayanti & Anando (2021) teachers need to ask questions and the students are expected to be able to respond to the teacher's inquiries this enables them to expand their knowledge. The vocabulary test was conducted to collect data related to the development of students' vocabulary knowledge (Muhimmah, 2023). In addition to being able to do the vocabulary test well shown by an average of 74.8% of students can reflect on learning outcomes, reflection on learning outcomes can increase students' understanding of English vocabulary. According to Muharoni *et al* (2022) a teacher needs to have and master the ability to reflect on the learning activities that have been carried out which involve self-evaluation, evaluating the learning process to ensure that this is a significant employment to raise the standard of instruction. In order to foster an interactive relationship between teachers and students, feedback is crucial (Prasetio, 2022).

The high posttest score is due to the treatment such as providing repetitive exercises, visual and audio features in the memrise application. Students' comprehension of English vocabulary is effectively improved when they utilize the memrise application. This statement is supported by the findings of research by Setiyaningsih & Nurjanah (2023) which stated that using the memrise application can help students become more proficient in vocabulary, as seen by the rise in test scores and the active engagement of students in the learning process.

The implementation of the learning process in cycle 2, the teacher conveys the learning objectives, by conveying the learning objectives correctly, a teacher can have clear guidelines so that learning can achieve optimal results (Alhafif Syahputra, 2022). Without a strong determination in students, their motivation to learn will not just increase, students' motivation to learn will develop if someone pushes them through various methods (Nafisah Nor Saumi *et al*, 2021).

Meanwhile, in the main activity, in order to achieve learning goals, teachers encourage students to work together in groups. According to Sumihatul Ummah *et al* (2023) the learning process often involves collaborating with others to discuss, share ideas and work together with others to expand the learning experience. After that, the teacher coordinates students to take a test on English vocabulary individually. The vocabulary test is carried out to find out and collect data on students' vocabulary mastery, with the existence of a vocabulary test will show the results

related to whether or not there is an increase in vocabulary mastery in students (Gusniwati & Rahmawati, 2020).

In the closing activity, the teacher gave reflections to strengthen the understanding of students' vocabulary so that the feedback between the teacher and the students was carried out properly. Feedback between students and teachers is an important part that can help students to optimize their potential at the learning stage (Sanjaya, 2024). Another opinion from Aulia (2019) stated that the delivery of learning objectives. Learning reflection is needed to evaluate aspects related to the learning process that must be continuously enhanced in order to attain the best possible learning results.

The results of student activities in cycle 2 can be seen from several aspects of the learning process such as students paying attention to the lessons given by the teacher. According to Wibowo et al (2024) the indicator of student attention shows how involved students are in the process of observation and understanding. If students are interested in a particular topic, they will naturally focus their attention on that topic. In addition, students also showed activeness such as good ability to answer questions and follow instructions from the teacher by reaching an average of 89.6%, especially in mentioning English vocabulary. This is the material taught student activity is one of the indicators that greatly affects the learning process, this can affect the knowledge and final grades that will be obtained by students (Priyanto & de Kock, 2021). Furthermore, students' ability to do vocabulary tests is also better, reaching an average of 89.6%. This skill demonstrates that students can use the information realistically in addition to understanding it. According to Rohmatin (2023) in order for students to learn language more easily, a good understanding of vocabulary is needed because vocabulary is a crucial element in language learning. Furthermore, students can also reflect on their learning outcomes reflecting a better understanding of the vocabulary by reaching an average of 89.6%, thus strengthening their mastery in using the vocabulary. Reflection is the evaluation of the plan from start to finish, facing challenges, and whether the plan must be modified. This reflection's goal is to determine whether or not the activities that have been conducted have been successful in the learning process (Nugraheni et al, 2022).

In cycle 2, students' posttest scores increased significantly compared to cycle 1. The memrise application has proven to be effective in improving students' understanding of English vocabulary. This is supported by Zuniati et al (2023) stated that students can improve their vocabulary proficiency and make studying English vocabulary more interesting by utilizing the memrise application, making it a good tool for students to acquire new words. According to Rosydah in Firsya Afra Yuzlizar et al (2023) memrise application is designed to help users understand and remember vocabulary more easily and effectively. The memrise application is a solution in increasing vocabulary mastery. As stated by Sari et al (2024) the memrise application is a solution for students to improve their English language skills through an interesting and easy to access method.

CONCLUSION

Based on the results of student activities following the use of the memrise application for learning, 30 students received an average score of 74.8%. This is supported by good learning outcomes shown by a posttest score of 64.4 in cycle 1. Meanwhile, in cycle 2 the average score obtained was 89.6%, this was supported by good learning results shown by a posttest score of 93.0. So the outcomes of cycles 1 and 2 have increased student activity by around 20%. Therefore, in this research, it can be concluded that vocabulary learning using the memrise application can help students become more proficient in language and more engaged in their learning. The increase in student activity in learning English vocabulary occurs because

students are enthusiastic about the interactive and innovative learning process through observation in the teaching and learning process activities.

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