

The Implementation of Memrise in Improving English Vocabulary Mastery

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Abstract

Vocabulary has a big role in learning English because understanding English vocabulary affects other skills. Unfortunately, the lack of English vocabulary is often found in Indonesian students, which is a serious problem. The researcher found the problems in an Islamic Senior High School in Majalengka west Java. The first problem is most of students were lack of vocabulary, and the second problem is the limited of technology in learning English language. Research methodology in this research was qualitative method with Classroom Action Research as data collection. The instruments of the research were test, observation sheet, and questionnaire. The research questions were; how does the teacher implement MEMRISE in teaching vocabulary? What is the students' perception of their experiences before using MEMRISE and after using MEMRISE, and what is the result of teaching English vocabulary after using MEMRISE? The aims of The Study were to investigate the teacher in the implementation of MEMRISE in teaching English vocabulary, to investigate the students' improvement of English vocabulary after using MEMRISE in cycle I, to investigate the students' improvement of English vocabulary after using MEMRISE in cycle II, to investigate the students' perception of their experiences before and after using MEMRISE. This research used qualitative method through Classroom Action Research as data collection. In this research the researcher used purposive sampling, and the sample is a class of x IPS 2 that consists of 18 students. In this research the researcher as a teacher. The result show in the pre-test the mean score is 54,06, in the post-test 1 the mean score is 72,06, in the post-test 2 the mean score of pre-test is 52,048, the mean score of post-test 1 was 69,43, and the mean score of post-test 2 was 80,86. The conclusion was there was improvement of students' vocabulary score through MEMRISE application.

Keywords: *learning English with technology; memrise; vocabulary learning*

INTRODUCTION

In learning languages, vocabulary is the first skill to learn, it can develop other skills, productive or receptive skills. Khoirul (2019) said that among of those skills, vocabulary has the biggest role in language proficiency success; speaking, listening, reading, and writing. It can be concluded that in English learning, the learners need English vocabulary to develop every skill, productive or receptive skill.

Vocabulary problem is often faced by Indonesian students. According to Taebanu & Katemba (2019), Indonesian students feel difficult in mastering vocabulary. The difficulties come from some factors, intrinsic or extrinsic. The intrinsic factors are; less of motivation in learning English words, and difficulty of memorize words. Meanwhile, the extrinsic factors are; the teacher has not found yet the appropriate strategy in learning English vocabulary, and the social life doesn't support in vocabulary learning.

According to Hasan (2018) learning by using media is one of strategies teaching style. Now we live in a technology era and technology helps our life included education. There are so many mobile applications for language learning included English. According to Moura and

Carvalho as cited by Hamer (2021:364) “Mobile learning has received increased attention lately because it offers a new approach to meeting the needs of contemporary society”. From the explanation above, it can be concluded that learning by using media or mobile application is a new teaching style in this technology era and it accepted by the users as flexible learning style, because it has flexible time, place. The other word, learning by using mobile application can be online, hybrid, or face to face.

One of the applications to improve English vocabulary is *Memrise* application. *Memrise* is a mobile application to enhance vocabulary skill of the languages. It can be used for some languages learning, but in this research will use English vocabulary feature to improve the students' English vocabulary. For getting *Memrise* application, the user can download it free on app store, Google play store, or other application store. As mentioned by Nuralisah & Kareviati (2020) *Memrise* can be operated by using website, and register by using Google or Facebook account. For the easier and more practically, the user can download it on Google play store or app store. *Memrise* is application specialist or vocabulary learning, and it serves very specific sound to find out the vocabulary development. As mentioned by Nuralisah & Kareviati (2020) *Memrise* is an internet education tool that specialized in developing vocabulary, and it was founded by Ed Cooke, Grand Master of Memory, and Greg Detre, a Princeton neuroscientist.

According to Hamer (2021:367) “*Memrise* is a free online learning tool for students who are familiar with the drill function in iOS”. *Memrise* is easy to use, and free, but there is little purchase to upgrade the level. It is also an interesting, and complete lesson, so the users are not only learning about vocabulary, but also developing vocabulary and pronunciation. As mentioned by Gupta (2022) the users can access all the courses in full, but not all the activities, because you need to pay to go on. On the other hand, using this application is fun, so the users will not be bored soon. Why the researcher chooses this application for improving English vocabulary? As mentioned by Hamer (2021) there is flash card of *Memrise* as a drill does, but instead by using words and the translation. The flash card contains Mnemonic form brief phrase and rhymes form and that makes remember easily.

This research was conducted in an Islamic Senior High School in Majalengka West Java. The population were 42 students of X IPS₁ and X IPS₂, and the sample were 21 students, 12 males and 9 females. In this research the researcher used purposive sampling.

The reasons of selecting this school were most students are lack English vocabulary, second, the limit of technology in language learning. The teacher just teaching English traditionally. The students never use application in learning English, meanwhile, so many mobile applications for learning English.

The Preview Studies

There are some researchers who have conducted researches on vocabulary. Most of them used application to master vocabulary including *Memrise* application. First the research by Susana (2017) entitled *Enhancing for Vocabulary Mastery Through Mnemonics Keyword Method to The University Studies*, the problems of the research are; 1. The students found some difficulties to express and to respond something written and spoken in English, 2. The students are not confident in speaking English, 3. Monotonous teaching style. The participants of this research were 20 students at the first grade of STKIP PGRI Blitar. With using a quantitative methodology (CAR), and using Test, observation checklist, questionnaire as the instruments, the research found the result that there is enhancement for vocabulary mastery through Mnemonic keyword method in the first grade Students at STKIP PGRI Blitar.

The second study is by Nuralisah and Kareviati (2020) entitled *The Effectiveness of Using Memrise Application in Teaching Vocabulary*. It used qualitative descriptive and Test, and questionnaire as its instruments. While 7th grade students of SMPN 1 Cililin as the participants. The problems of the study are the students were lack vocabulary, and the teacher was still using

a conventional way in teaching vocabulary. The researcher found the result of the study that there were increasing grade after study, and the students interested and motivated.

The next research is by Dian Fadhilawati (2016) entitled *Learning and Reviewing Vocabulary through Memrise to Improve Students' Vocabulary Achievement*. The participants of this study were 39 students of second semester of Faculty of Agriculture and Animal Husbandry at Islamic University of Balitar. The research questions are: How can learning and reviewing vocabulary through memrise improve the students' vocabulary achievement? How the students' responses toward the application of memrise in learning and reviewing vocabulary? By using Quantitative method with the instruments (CAR) and questionnaire, this study found the result. The vocabulary of students improved by mean score 60,45 (pre-test) to 86,27 (post-test). The students gave positive responses toward memrise according to the questionnaire.

The fourth study is by Valencia H.G, dkk (2020) entitled *Integrating the Virtual Platform Memrise as a Teaching Tool for English Vocabulary in Foreign Language Students of Second Semester at A University* with using Quantitative analysis and experiment (test and questionnaire) with 15 second-semester foreign languages (English) students at a university in Cali, Colombia, in the 2018B period as the participants. The purpose of the research is to explore the effect of virtual tool such as memrise in learning foreign language. Memrise could upgrade the students' vocabulary, but the students prefer traditional learning, that is the result of this study.

The next study is by Taebanu and Katemba entitled *Vocabulary Enhancement through Memrise and Google Classroom*, and the background of the study is learning in pandemic era needs an attractive and interesting way for students. The participants of the study are 40 students who divided into two groups, male 20, and female 20. By using quantitative comparative, and experimental method the study found the result; the vocabulary of two groups of students enhanced significantly, but the female group enhanced more significant.

There are the similarities both the preview studies and the current study, among others the problems are same students are lack vocabulary, so it affects to understand meaning. Most of the researches use memrise as media in improving English vocabulary. Most of the researches use classroom action research to collect the data. Most of the researches use same instruments, among otherstest, observation sheet, and questionnaire.

The differences of the previous studies and the current study uses two classes, experiment class and control class, but the current study just uses a class as the sample. This research describe the implementation of memrise in teaching vocabulary by the teacher in the classroom by observation. This research will improve the English vocabulary about word classes and collocation word. The last is this research will investigate the students' perception of their experience in learning English vocabulary before and after using memrise.

METHOD

This research used qualitative method, because this research used case study or action research in collecting the data. According to Indrawan & Yaniawati (2017) qualitative research is research in case investigating and the result as a case also. From the theory above, it can be concluded that qualitative method is probably solving the problem or just investigate the phenomenon. The research probably take place in the case place or where the problem happens, and the researcher studies about the case or problem. That occur in the research place. Because of the problem and the results are as case the data are served by words, although sometimes there are numerical data.

To collect the data this research used Classroom action research and the researcher as a teacher. According to Bogdan and Biklen (1992:223) cited in Khasinah (2013) claims that classroom action research is informations that organized and designed to bring about social

change. From the explanation above, qualitative research is a research method in case investigating. it can be concluded that CAR is some steps in teaching that organized by teacher to change a situation or condition to the better situation. To take this research, the researcher must organize or provide all steps of CAR before the research, because to change the social life or quality of teaching and learning need longer time than the interview or spreading the questionnaires.

The researcher used two cycles of CAR, and there were twice meetings in every cycle. Every cycle consists of four stages;

- a. Planning; make the lesson plan, preparing the facilities and the instruments, analyze the data of process and the result of action.
- b. Acting; do all activities mentioned in lesson plan from beginning, whilst, and the end.
- c. Observing; to observe the students' activities during learning
- d. Reflecting; taking notes, evaluate, the results of observation, analyzing study result, and taking note the weakness of the current cycle to be the references for the next cycle.

In this research, the data sources were post-test scores of every cycle. Before the treatment the teacher gave pre-test to know how the students' English vocabulary were far. The researcher investigated how was the teacher implementing Memrise in her class by using observation sheet. The researcher gave the close-ended questionnaires to the students to investigate students' perception in learning English vocabulary before and after using memrise.

RESULTS AND DISCUSSION

The Implementation of MEMRISE by the teacher

The researcher acted as the teacher in this research. She filled out the observation sheet to investigate pre-activities, whilst activities, post-activities, and other activities related to the teaching-learning process. The researcher used an observation sheet to investigate teaching-learning process. The researcher observed the implementation of MEMRISE in teaching English vocabulary in the first meeting of cycle 1. The respond points are as bellow:

60: low 70: good 80: excellent

There were some points that be observed by the researcher as bellow:

a. The Implementation of MEMRISE

This part presents the observation results in terms of the preparation activities, whilst activities, and post activities.

The observation of Pre-activities:

- a. *The teacher prepared a*
- b. *suitable lesson plan*
- c. *The teacher prepared the tools for teaching completely*
- d. *The teacher operated MEMRISE application well*
- e. *The teacher gave instructions to the students in using MEMRISE*
- f. *The teacher gave warming up before learning*

The Observation of Whilst-Activities:

- a. *All the students could learn English vocabulary by using MEMRISE well. (80)*
- b. *The teacher guided all students when using MEMRISE (80).*
- c. *There were troubles during learning. (60)*
- d. *All students could answer MEMRISE quiz. (70)*

The observation of post-activities:

- a. The teacher gave motivation to the students in learning English vocabulary (80)
- b. The teacher closed the lesson with a pray (80)

Other observation points:

1. Give summary of the implementation of MEMRISE in teaching English vocabulary!

Answer:

The teacher asked the students about mobile application in learning English. They have not yet used it. The teacher introduced MEMRISE as one of mobile application in learning English vocabulary. The teacher asked the students to download it, but in the class just 6 students who brought smartphone. For better teaching learning process, the teacher asked students to make a group to use MEMRISE together. The teacher walked around from group 1 until the last group to check if any problem of their MEMRISE implementation or if any student who still confused about using MEMRISE. The students were able to answer MEMRISE quizzes.

2. Mention the trouble during teaching English vocabulary by using MEMRISE if any!

Answer:

All of students were able to use MEMRISE, but the smartphone is limit, so they were divided into several groups.

2. How long time the duration of learning English vocabulary by using MEMRISE in a meeting?

Answer:

The duration of learning English by using MEMRISE is 25 minutes.

From the result of observation. It can be concluded that the teacher was able in implementation of MEMRISE in teaching learning process. She prepared the lesson well, from the lesson plan, the media, MEMRISE, etc. she could also manage the class and the time. The students were able to implement MEMRISE in the learning process well.

Table 1. Questionnaire of Students' perception before and after using MEMRISE

statements	agree	Neutral	Disagree
1. Learning English Vocabulary is important	14	2	
2. I want to learn English vocabularies every day in order to improve my vocabulary	16		
3. Learning English vocabulary better with using application2	2	8	6
4. Learning English vocabulary better without using application	10	6	
5. Before using MEMRISE, I use.... Application to improve my English vocabulary skill U DICTIONARY 5 students GOOGLE TRANSLATE 8 students U-DICTIONARY and DUO-LINGO 1 student			
6. Learning English vocabulary using MEMRISE is fun.	12	4	
7. Learning English vocabulary using MEMRISE is easy	16		

From the questionnaire above, we can conclude that most of students think learning English vocabulary is important, and they want to learn English vocabulary every day in order to their English vocabulary improve. They prefer traditional learning without technology or mobile application. It can be analyzed in question no. 5 that they just know one or two mobile applications for English learning, but they like MEMRISE application, because it is fun and easy to use.

Table 2. The students' scores in pre-test, post-test 1, and post-test 2.

No	Name	Pre-test	Post-test 1	Post-test 2	The improvement 1	The improvement 2
1	A	54	55	86	4,80%	148%
2	B	58	60	86	9,55%	124%
3	C	49	63	80	66,67%	81%
4	D	49	71	75	105%	19,05%
5	E	15	50	60	167%	48%
6	F	35	60	86	120%	124%
7	G	62	59	86	14,30%	124%
8	H	61	87	80	12,40%	-34%
9	I	61	87	84	12,40%	-14,30%
10	J	60	86	80	12,40% c	-29%
11	K	53	74	80	100%	-29%
12	L	59	60	80	4,80%	96%
13	M	55	59	65	19,05%	34%
14	N	60	80	92	95,05%	57,50%
15	O	60	91	80	148%	-53%
16	P	61	86	92	120%	29%
17	Q	60	76	80	76,20%	19,50%
18	R	61	88	84	129%	19,50%
19	S	45	55	80	48%	120%
20	T	35	50	78	72%	134%
21	U	40	50	84	72%	162%
Σ		1093	1497	1614		
Mean		52,05	71,29	76,90		

Pre-test was consisting of 30 numbers, multiple choice, re-arrange the words, and fill the column by pronoun, noun, verb, adverb, adjective, preposition. The score of students in the pre-test were poor. They were confused whether noun, pronoun, adverb, verb, and adjective. They were also confused in rearrange the words, they did not know the meaning and the structure.

The range score of the pre-test was 15-65. The mean score of pre-test was 52, 05. This condition was a proof that vocabulary affected to structure skill.

The post-test 1 was consisting 30 numbers. It consisted of multiple choice, rearrange the words, and fill the column by kinds of profession and its work place, and multiple choice. The students' score of post-test 1 increased significantly. The range of score was 60-91. Modus of the test were 59, 86, 87 with the same frequency 2. The mean score of post-test 1 was 71, 29. Although it increased there was still post- test 2. It can be concluded that all students' score increased. The following table is the students' score of pre-test, post-test 1, and post-test 2. In the *improvement 1* column is percentage of students' score improvement from pre- test to post- test 1, and in the *improvement 2* column is percentage of students' score improvement from post-test 1 to post-test 2.

CONCLUSION

Based on the result of the research and discussion that has been presented in the previous chapter, it can be concluded that; first, the implementation of MEMRISE by the teacher was going well, without problem both teacher and students. All of students are able to use MEMRISE. Second, the students' perception about their experiences before and after using MEMRISE; they are less technology in learning English, most of them do not know many kinds mobile applications for learning English vocabulary, they are fun using MEMRISE, but they are limit in using internet data. Third, the students' score was improved from pre-test, post-test 1, and post- test 2. There is significant difference in English vocabulary students' score after they implemented MEMRISE application. The calculating the mean scores of pre-test (52, 05), post-test 1 (71, 29), and post-test 2 (76, 90). It can be concluded that there is significant improvement of students score.

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