

UNDERGRADUATE THESIS

**USING MEMRISE WEB TO IMPROVE
STUDENTS' VOCABULARY MASTERY**



**Aswar
(H0121324)**

**This thesis is written to fulfill a part of the requirements for obtaining the
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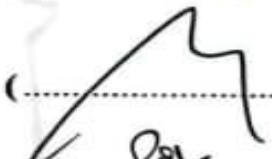
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USING MEMRISE WEB TO IMPROVE STUDENTS' VOCABULARY MASTERY

ASWAR
H0121324

Has successfully defended the thesis in front
of the Examiner Team of Faculty of Teacher
Training and Education on : 6 November 2025

EXAMINATION

Chair of the examiner	: Dr. Nur Aisyah Humairah, S.Si., M.Pd.	()
Secretary of Exam Committee	: Amrang, S.Pd., M.Pd.	()
Supervisor I	: Ahyadi, M.Pd.	()
Supervisor II	: Nurqadriyanti Hasanuddin, S.Pd., M.Pd., Gr.	()
Examiner I	: Dr. Reski, S.S., M.Hum.	()
Examiner II	: Dr. Rusdiah, S.Pd., M.Pd.	()

Majene, 6 November 2025

**FACULTY OF TEACHER TRAINING
AND EDUCATION, UNIVERSITAS**



Prof. Dr. H. Ruslan, M.Pd.
NIP. 196312311990031028

STATEMENT OF WORK ORIGINALLY

The one who is filed below:

Student's Name : Aswar

Nim : H0121324

Study Program : English Education

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Aswar
H0121324

ABSTRACT

Aswar : Using Memrise Web to Improve Students Vocabulary Mastery. Undergraduate Thesis. Majene: Faculty of Teacher Training and Education, Universitas Sulawesi Barat, 2025.

This study is based on the fact that the vocabulary mastery of seventh-grade students at SMPN 7 Satap Majene is still low. This was evident from the preliminary observations, in which students experienced difficulties in recalling word meanings and tended to feel bored with conventional learning media such as dictionaries. To address this problem, the present study aimed to improve students' vocabulary mastery through the use of the Memrise Web. This research employed a quantitative approach with a quasi-experimental design. The sampling technique was random sampling, involving two seventh-grade classes at SMPN 7 Satap Majene as the experimental and control groups. The research instruments consisted of tests (pre-test and post-test) and a student perception questionnaire. The test was in the form of multiple-choice items, while the questionnaire measured students' perceptions. The findings revealed that the average pre-test score of the experimental class was 37.33, which increased to 80.00 in the post-test, while the control class only improved from 28.00 to 56.67. The average N-Gain score in the experimental class ranged from 0.3–<0.7 (medium category), whereas the control class only reached 29% (low category). The independent sample t-test showed a Sig. (2-tailed) value of $0.001 < 0.05$, indicating a significant difference between the two classes. Moreover, the results of the students' perception questionnaire indicated that 3.99 of the responses fell into the highly perceived category. Therefore, the use of Memrise Web proved to be effective as an alternative learning medium that significantly improved students' vocabulary mastery.

Keywords: *Memrise Web, Vocabulary Mastery, Teaching Media*

ABSTRAK

Aswar : Menggunakan Web Memrise Untuk Meningkatkan Penguasaan Kosakata Siswa. **Skripsi. Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2025.**

Penelitian ini didasarkan pada kenyataan bahwa penguasaan kosakata siswa kelas VII SMPN 7 Satap Majene masih rendah. Hal ini terlihat dari hasil observasi awal, di mana siswa mengalami kesulitan dalam mengingat arti kata dan cenderung merasa bosan dengan media pembelajaran konvensional seperti kamus. Untuk mengatasi masalah tersebut, penelitian ini bertujuan untuk meningkatkan penguasaan kosakata siswa melalui penerapan Memrise Web. Penelitian ini menggunakan pendekatan kuantitatif dengan desain kuasi-eksperimental. Teknik pengambilan sampel dilakukan dengan random sampling yang melibatkan dua kelas VII SMPN 7 Satap Majene, yaitu kelas eksperimen dan kelas kontrol. Instrumen penelitian terdiri dari tes (pre-test dan post-test) serta angket persepsi siswa. Tes berbentuk pilihan ganda dan angket. Hasil penelitian menunjukkan bahwa nilai rata-rata pre-test siswa kelas eksperimen adalah 37,33 dan meningkat menjadi 80,00 pada post-test, sedangkan kelas kontrol hanya meningkat dari 28,00 menjadi 56,67. Skor N-Gain rata-rata pada kelas eksperimen berada pada rentang $0,3 < 0,7$ (kategori sedang), sedangkan pada kelas kontrol hanya 29% (kategori rendah). Uji independent sample t-test menunjukkan nilai Sig. (2-tailed) = $0,001 < 0,05$, yang berarti terdapat perbedaan signifikan antara kedua kelas. Selain itu, hasil angket persepsi siswa menunjukkan rata-rata 3.99 yang termasuk kategori sangat dirasakan. Dengan demikian, penggunaan Memrise Web terbukti efektif untuk diterapkan sebagai media alternatif yang mampu meningkatkan penguasaan kosakata siswa secara signifikan.

Kata kunci: Memrise Web, Penguasaan Kosakata, Media Pengajaran

CHAPTER 1

INTRODUCTION

A. Background

Vocabulary is one of the components in mastering English. According to Richard et al (2023), revealed that vocabulary is a central part of mastering the English language. The more vocabulary a student has, the better their English their English skills. This opinion is in line with Sergina et al. (2022), who stated that one of the important things that must be understood to learn a language because without understanding vocabulary, it will make it difficult for us to learn.

Vocabulary plays a vital role in language mastery. The importance of English vocabulary comprehension in children extends beyond linguistic development and includes broader areas such as health and social development. According to Anggraeni et al. (2023), the ability to understand English vocabulary in children contributes significantly not only to their linguistic competence but also to their understanding of essential concepts related to health and social development. From a linguistic standpoint, English vocabulary facilitates the development of fundamental language skills, including listening, speaking, reading, and writing. Furthermore, it enhances children's overall communication abilities, both oral and written.

However, there are still many students who experience problems In speaking English. As in wahyuni's research (2023), namely 'The lack of knowledge about interesting media to increase vocabulary" the only media that contains English vocabulary that they know is a dictionary, but they are not interested in using dictionaries, because according to students the dictionary is full of writing and is not interesting. So it makes them bored and no longer motivated to learn and memorize vocabulary while at that level, students are expected to have a vocabulary of at least 150 words.

Based on the result observation on March 13, 2025 conducted by the researcher in class VII of SMP 7 Satap Majene, it was found that students' vocabulay mastery was still low. This was evidenced by the average score of 47.25 obtained by 20 students in a test given by the

researcher. The results of the study showed that through the use of matching and multiple-choice exercises, many students did not understand the meaning of many words and had difficulty memorizing vocabulary. Based on these observations, the researcher concluded that several factors contributed to the low vocabulary mastery, including a lack of interest in learning vocabulary and the use of teaching methods in the classroom that may cause boredom during english lessons.

Some previous researchers have offered various solutions to the problem mentioned above. According to Hartatiningsih (2022), the use of Wordwall media can improve students' vocabulary acquisition. Furthermore, Hoeruddin (2023) stated that the use of vocabulary card media proved to be able to enrich students' vocabulary. Meanwhile, According to research conducted by Syafawani (2023), the application of the Building Words learning method can help improve students' vocabulary acquisition more effectively.

In previous studies using media and methods. However, researchers prefer media to increase student vocabulary by using one of the media, namely by using the Memrise web with this application researches hope to increase student vocabulary. Memrise was founded by a Grand Master of Memory, named Ed Cooke, Ben Greg Detre. Memrise is a website that can be found at www.memrise.com, as well as a mobile application that can be found in the Google Play and Apple Application Stores Previous research has focused on the use of Memrise mobile in improving students 'vocabulary in the context of Mobile Assisted Language Learning (MALL).

However, this study has not explored the effectiveness of the web version of Memrise, which has a different potential in learning. This study fills the gap by analyzing how Memrise web can help improve students' vocabulary, comparing usage patterns with the mobile version, and assessing its accessibility and effectiveness. As such, it provides a new perspective on the role of web based platforms in English vocabulary learning.

The previous study focused on the use of the Memrise web to improve students' speaking skills. However, the study did not specifically examine the effectiveness of using Memrise to enhance students' vocabulary mastery, which is an essential component of overall English language skills. Therefore, this research identifies a gap in the area of vocabulary mastery. The novelty of this study lies in the specific use of the Memrise web as a learning medium to improve students' vocabulary mastery, emphasizing the interactive web-based features that can help students memorize and understand vocabulary more effectively and enjoyably.

Based on the explanation above, the research wants to conduct a research entitled "Using Memrise Web to Improve Students Vocabulary".

B. Problem Identification

1. The vocabulary mastery of seventh grade students at SMP 7 Satap Majene is still low.
2. The students also have difficulty memorizing vocabulary.

C. Problem Limitation and Formulation

Based on the background above, this research will focus on to improve the vocabulary mastery of students at SMP Negeri 7 Satap Majene using the Memrise application. Therefore, there are related questions that can help address the issues mentioned above, as follows:

1. Can the use of the Memrise web be effective in improving students' vocabulary mastery?
2. What are the students' perceptions of the use of Memrise web to improve students' vocabulary mastery?

D. Research Objective

1. To find out whether using the Memrise app can help students to improve their vocabulary significantly. This can include aspects such as ease of use, student engagement, and the impact on their ability to understand and use new vocabulary.
2. To explore students' perception of their experience while using Memrise. This could include factors such as comfort, enjoyment, motivation,

and the extent to which they feel the app helps with their learning.

E. Research Benefits

1. Student

Improve Vocabulary Mastery Memrise uses a spaced repetition- based method that helps students remember words longer.

2. Teachers

Additional Resources in Teaching Memrise can be used as a tool to help students improve their vocabulary independently outside of class.

3. Further Researchers

Additional Resources in Teaching Memrise can be used as a tool to help students improve their vocabulary independently outside of class.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Studies

To strengthen the foundation of this research, several related studies have been carried out previously, including the following:

The first study conducted by Subhan (2024) shows that the use of Memrise as a technology-based learning medium is effective in improving students' speaking skills. Through a classroom action research approach and qualitative methods, it was found that Memrise can enhance students' motivation, active participation, as well as their confidence and fluency in speaking English. The platform provides an interactive environment that supports both independent and collaborative learning, making it suitable to be used in learning strategies to overcome communication challenges in education.

The second study conducted by Salniawan (2024) proves that the Memrise application is effective in improving vocabulary mastery among eighth grade students at SMPIT Al Fityah Pekanbaru. Using a quantitative experimental design with control and experimental groups, statistical analysis showed a significant difference between the two groups after the use of memrise. A p-value of 0.000 (< 0.05) confirms that the use of Memrise has a significantly positive impact on students' vocabulary improvement.

The third study conducted by Erlinda (2024) shows that the use of the Memrise application is effective in improving vocabulary mastery among eighth-grade students at SMPN 2 Patampanua Pinrang. Using a quantitative experimental design, the students were divided into control and experimental groups. A pre-test was given to measure their initial vocabulary knowledge, followed by four treatment sessions using Memrise in the experimental group. Data analysis using SPSS 25 and the Independent Sample T-Test revealed a p-value of 0.000 (< 0.05), indicating a statistically significant difference between the groups. This confirms that Memrise has a positive and significant impact on enhancing students' vocabulary mastery.

The forth study conducted by Firdaus et al (2024) shows that the use of CALL-Memrise is effective in improving speaking skills among secondary level students at a Vocational High School in Magelang, Central Java. Using a classroom action research (CAR) approach conducted in two cycles, the results revealed a significant improvement in students' speaking abilities, particularly in terms of accuracy, fluency and grammar. The average score increased from 1.84 to 3.39 (on a 4.00 scale), supported by improvements in both median and mode scores. These findings demonstrate that CALL-Memrise has a positive impact on the development of EFL students' speaking skills at the secondary school level.

The last study conducted by Nasution (2024) shows that the Memrise application has a significant impact on vocabulary mastery among seventh-grade students at MTs PAB 1 Helvetia. Using a quasi-experimental design, the research involved 64 students, with 32 students in the experimental class and 32 students in the control class. Data analysis using a t-test revealed that the experimental class had a higher mean post-test score (75.31) compared to the control class (66.40). The t-test result ($t_0 = 4.03$) exceeded the t-table value (2.039), leading to the rejection of the null hypothesis (H_0) and acceptance of the alternative hypothesis (H_a). This confirms that Memrise significantly enhances students' vocabulary mastery.

Based on the five studies reviewed, it can be concluded that the Memrise web is effective in enhancing students' English language skills, particularly in vocabulary mastery and speaking abilities. Studies by Subhan (2024) and Firdaus & Jamilah (2024) demonstrate that Memrise significantly improves students' speaking skills by increasing their fluency, accuracy, grammar, motivation, and participation through interactive and engaging learning environments. Meanwhile, research by Salniawan, Erlinda, and Nasution (2024) confirms the positive impact of Memrise on students' vocabulary mastery across different educational levels. Using experimental and quasi-experimental designs, these studies showed statistically significant improvements in students' vocabulary scores, supported by p-values below 0.05. Collectively, these findings suggest that Memrise is a valuable

technology-based learning tool that supports both independent and collaborative learning, making it a suitable strategy to enhance English language proficiency in educational settings.

B. Theoretical Framework

1. Concept of Vocabulary Mastery

a. Nature of Vocabulary

Vocabulary plays a fundamental role in language acquisition and usage. According to Ishak (2024), vocabulary can be classified into several categories based on its form. Vocabulary is automatically acquired in the minds of students after listening to the teacher. In addition, the Oxford Advanced Learner's Dictionary defines vocabulary as: all the words that a person knows or uses, and all the words related to a particular subject. From these definitions, it can be concluded that vocabulary is a collection of words that carry meaning and can be understood by an individual, allowing them to communicate with others. A better understanding of vocabulary leads to more effective communication and improved comprehension of texts.

b. Definition of Vocabulary Mastery

Understanding the role of vocabulary is fundamental to effective language proficiency development. As stated by Ishak (2024), vocabulary constitutes a critical component in the process of language development. The study of vocabulary, particularly from the perspective of its morphological form, provides valuable insights into the structure and formation of words within a linguistic system. For example, students often acquire new vocabulary through listening activities, such as participating in or observing brief conversations with teachers or peers. This auditory exposure facilitates the natural internalization of vocabulary over time. Vocabulary knowledge is dynamic and continuously evolving as learners encounter new linguistic input. From this standpoint, words and phrases, although relatively small elements, serve as the essential building blocks of language and are instrumental in expressing ideas. Therefore, it is imperative for researchers and educators to distinguish between active and

passive vocabulary, as recognizing both types can significantly enhance vocabulary instruction and assessment.

c. Kinds of Vocabulary

Researchers have proposed various ways to categorize vocabulary for educational purposes. According to Wafaa (2022), vocabulary can be divided into eight types: nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, and interjections. One of these types is the noun, which is a word used to refer to a person, place, object, or idea. In everyday communication, nouns play an important role in a person's speaking vocabulary the set of words they actively use when speaking. Most adults use approximately 5,000 to 10,000 words in daily conversations, and a large proportion of these are nouns, as they are essential for identifying and describing people, objects, and locations. For instance, in a classroom setting, students frequently use common nouns such as "door, chair, teacher, and board." These words form part of their speaking vocabulary and enable them to communicate effectively in everyday situations.

1) Writing Vocabulary

Writing vocabulary refers to the collection of words that a person can readily use in writing. It plays an essential role in expressing ideas clearly and effectively in written form. While speaking may allow someone to use familiar or repetitive words, writing requires more careful word choice to accurately communicate the same ideas. Therefore, a strong vocabulary is crucial in writing. Writing vocabulary includes the words we recall and use when trying to express thoughts through writing. This process is often more difficult because it demands more precision and a deeper understanding of word meanings and usage.

According to Schmitt (2020), explain, the vocabulary used in writing reflects a learner's productive lexical knowledge and is strongly influenced by lexical frequency, depth of word knowledge, and genre-specific demands. According to Hyland (2021), emphasizes that writing vocabulary is shaped by disciplinary conventions, audience expectations,

and the writer's communicative goals. Developing it requires focused practice and feedback in academic contexts. Example: Students tried to write down the process of boiling noodles in written form. They needed to choose accurate vocabulary to clearly describe each step in the process.

2) Listening Vocabulary

In the process of language development, listening plays a crucial role as one of the first receptive skills acquired. Before people learn to speak or write, they are exposed to language through listening. Therefore, the words we understand through hearing form the foundation of our communication skills. This collection of words is referred to as listening vocabulary.

According to Brown et al (2022), Listening vocabulary includes words that learners understand when they hear them in spoken language. It is essential for developing listening comprehension and overall communicative competence. This means that the ability to understand spoken words is not only fundamental for communication but also supports overall language learning. Listening vocabulary refers to the stock of words that a person can recognize and comprehend when they hear them. From as early as sixteen weeks in the womb, humans are capable of perceiving sounds. After birth, babies continue listening to various spoken words during their waking hours. As a result, individuals grow up acquiring new words through continuous exposure to language.

According to Richard (2023), supports this by stating, "Listening vocabulary consists of all the words a person can recognize and comprehend through hearing. Its growth depends on both quantity and quality of input over time. This highlights the importance of consistent and rich auditory input for vocabulary development. most people are able to recognize and understand up to 50,000 words through listening. In contrast, children who are deaf are exposed to visual listening through sign language. However, in such cases, the number of words acquired is generally lower compared to children with typical hearing, especially in terms of secondary vocabulary. Example: After listening to a teacher or

peers during classroom discussions, students are often able to recall and use certain words in conversation. Over time, these words become part of their mental vocabulary, stored for both recognition and later use.

d. Teaching Vocabulary

The problem in teaching vocabulary lies in the fact that whilst there is a consensus about what grammatical structures should be taught and at what levels, the vocabulary teaching is not explicitly specified in the curriculum. Vocabulary teaching is as important the teaching of structure. According to Harmer (2024) there are some activities which are designed to teach and practice words and their various uses. Such as:

1) Presentation

Not all vocabularies can be learnt through interaction and discovery techniques. There are many occasions when some form of presentation or explanation is the best way to bring new words into class. For example, Realia (the teacher holds up the object of points to it, says the word and then gets the students to repeat it); pictures (it can be used to explain the meaning of vocabulary items); mime, action and gesture, contrast, enumeration, explanation, and translation. According to Smith (2023), Presented learning theories through interactive presentations combining various pedagogical approaches. Discovery A number of discovery techniques can be found from simple matching task to more complex understandings of connotation and context.

2) Discovery

Discovery techniques allow students to find word meanings through context and activities, enhancing engagement and deeper understanding. According to Nebel (2023), emphasized the importance of retrieval practice as part of discovery-based learning, which has been proven to improve long-term retention.

3) Practice

Using vocabulary in meaningful activities helps students form strong associations between words and their real-life usage. According to Susan (2023), researched the links between attention, working memory,

and cognitive control in learning practice. Activities like role-play, physical movement, and functional verbs such as “bring,” “take,” and “get” can reinforce vocabulary acquisition.

4) Repetition

Repetition is a traditional technique to help memorize vocabulary, especially when done consistently and in a structured way. According to Ravizza (2023), also studied how repetition influences working memory and attention. She noted that repetition alone may have limited effect, but when combined with organization, it can significantly improve memory retention.

5) Retrieval

Actively recalling information, such as using a new word in writing or speech, helps strengthen memory traces. According to Nebel (2023), researched the effectiveness of retrieval practice and found that actively retrieving information improves long-term retention more than passive review.

6) Motivation

Strong motivation encourages students to engage more in practice and repetition, which in turn supports better vocabulary retention. According to Hassan (2023), found that active learning strategies significantly increased student motivation in English as a Foreign Language (EFL) classrooms.

7) Imaging

Visualizing mental images while learning new words has been shown to enhance memory, especially for concrete, imageable vocabulary. According to Ravizza (2023), investigated the role of visual and mental imagery in working memory and found that visualization helps strengthen vocabulary learning.

8) Attention/Arousal

Full attention is crucial in vocabulary learning, as new information will not be effectively retained without conscious awareness. According to

Goldenberg (2023), argued that attention should be understood as an emotional and environmental response rather than a fixed skill.

2. Concept of Learning Media

a. Definition of Learning Method

Media comes from the Latin word "medius" which literally means middle, intro or middle. In Arabic "wasa'il" means "wasail" and the plural "wasila" is a synonym for al wasat which means center, because it is located in the middle of side 2, thus introducing or connecting from side 1 to side 2 the other side. According to Arsyad (2024), Learning aids are the various components of the student environment that motivate them to learn. Learning aids can be understood as any tool that teachers can use to convey messages to students and vice versa. Thus, it can stimulate students' thoughts, feelings, interests, and interests to streamline the learning process efficient. Learning aids can also be understood as methods, approaches and tools used to make communication more effective in the learning process.

According to Wahyuningtyas et al (2021) Mass media is a tool used as a medium to convey messages and can stimulate the teaching and learning process by stimulating thoughts, feelings and progress of the audience (students). Teachers who know how to use information tools effectively can increase students' interest in learning and the learning process, and students can understand the topics discussed by the teacher more quickly and easily. Therefore, it can be concluded that educational media is a component in the form of tools, methods and strategies used in the learning process to support effective learning.

b. Learning Media Functions

Two very important elements in learning activities, namely methods and learning media. These two things are related to each other. Selection of a method will determine the learning media that will be used in the learning. In the learning process, the media has a contribution in improving the quality and quality of learning. The presence of the media

not only helps educators in conveying their teaching material, but also provides added value to learning activities.

According to Hamalik (2024) the use of learning media in the learning process can stimulate new desires and interests, generate motivation encourage active learning, and stimulate learning, and even produce psychological effects on students. Levie and Lentz propose four main functions of learning media, particularly visual media, namely:

- 1) The function of visual media attention is the core, namely attracting and directing the attention of students to concentrate on lessons related to the meaning displayed or accompanying the text of the subject matter.
- 2) The affective function of visual media can be seen from the enjoyment of students when learning (or reading) pictorial texts.
- 3) The cognitive function of visual media can be seen from research findings which reveal that visual symbols or images facilitate the attainment of the goal of understanding and remembering or the message contained in the image.
- 4) The compensatory function of learning media can be seen from the results of research that visual media that provide context for understanding texts helps students who are weak in reading to organize information in texts and recall them. Based on the opinion above, it can be concluded that the function of learning media can help facilitate learning for students and educators, provide a more real experience (abstract to become concrete), attract students' attention and interest in learning, and can evoke equating between theory and reality.

c. Benefits of Learning Media

To strengthen the understanding of the importance of evaluation in the learning process, one relevant reference can be found in According to Arif et al. (2023), the benefits of media include facilitating contact between lecturers and students and assisting students in learning more effectively. The benefits of learning media in the learning process and learning in general are facilitating the process of interaction between lecturers and students. The goal is to help students learn optimally. From

the results of this study the authors can identify 8 (eight) benefits of media in the learning and teaching process, namely:

- 1) The delivery of lecture material can be uniform; through the media, various interpretations can be reduced and conveyed to students uniformly. Every student who sees or hears a description of a science through the same media will receive the exact information the same as that received his friends.
- 2) Learning and teaching processes become more interesting; the use of media can arouse students' curiosity, stimulate them to interact that touch the object of study, help them concretize something abstract. In summary, media can help lecturers liven up the class atmosphere, not be monotonous and boring.
- 3) The student learning process becomes more interactive; if properly designed and chosen, the media can help lecturers and students carry out active two-way communication. Without the media, lecturers might tend to talk one way to students. But by using the media, lecturers can organize their classes so that not only are they active themselves, but also students.
- 4) The amount of teaching and learning time can be reduced; it often happens, the lecturers are forced to spend quite a lot of time to explain the subject matter. Even though this doesn't need to happen if the lecturer wants to use learning media to discuss learning material.
- 5) The quality of student learning can be improved: the use of instructional media not only makes the teaching and learning process more efficient, but also helps students absorb the subject matter in depth and completely.
- 6) The learning process can occur anywhere and anytime; Learning media designed in such a way that students can study anywhere, and whenever they want, without depending on the existence of a lecturer.
- 7) Students' positive attitudes towards learning materials and towards the learning process itself can be improved. By using media, the teaching

and learning process becomes more interesting and can increase students' love and appreciation of science and the process of seeking knowledge itself.

- 8) The lecturer's role can shift in a more positive and productive direction. For starters, when using media in the teaching and learning process, lecturers do not need to repeat their explanations; secondly, by reducing verbal (oral) descriptions, lecturers can pay more attention to other aspects; and thirdly, the lecturer's role is no longer just "teaching," but also as a consultant, advisor, or manager in the teaching and learning process.

d. The functions of learning Media

- 1). Record specific objects or events: Important events or rare items can be captured as photos, films or video or audio, and these events can be saved and available when needed. The teacher can explain the process of a rare solar eclipse through video recordings.
- 2). Mastery of situations, events or objects: Teachers can present abstract and concrete learning materials through visual aids, so that they are easy to understand and eliminate language. Educational materials can also help display objects that are too large to display in the classroom or objects that are too small to be seen with the naked eye.
- 3). Increasing motivation and enthusiasm for learning: the use of information media increases student learning motivation, increases student learning interest.
- 4). Teaching tools have real value:
 - a) Media can overcome the limitations of student experience.
 - b) Media can transcend class boundaries.
 - c) The mass media promote direct interaction between participants and the environment.
 - d) Mass media can create perception homogeneity.
 - e) Media can teach basic concepts that are true, accurate, and precise.
 - f) Media can motivate students to learn.

- g) Mass media can create new needs and interests.
- h) Information aids can determine the speed of student learning.
- i) Media can provide a comprehensive experience, from the concrete to the abstract (Thobroni, 2016).

As we know that teaching media is all tools/aids that may be used by teacher and learner to attain certain education objectives. Then the teaching media can be divided into some classification. According to conducted Mahajan (2023) media are classified into seven categories such as:

- a) Graphic Media: any kinds of printed media. Such as, books, pictures, photographs, maps, charts, posters, graphs, diagrams.
- b) Display Media: a board used to show information in small group, e.g., chalkboard, bulletin board, flannel board, and peg boards
Three Dimensional Media: A the medium that has 3D shape. For example, models, objects, specimens, puppets.
- c) Projected Media: a kind of media that need projector to show the messages. For example, slides, filmstrips, transparencies, films, video tapes, gramophones, records.
- d) Audio Media: media that just can be heard. Such as, radio, audio cassettes, gramophones, records.
- e) Video Media: this media is combination between audio and visual, e.g., TV, videocassettes, CD, computers.
- f) Activity Media: media that can act some activity. For example, fieldtrips, dramatization, demonstration, and role-playing.

Based on Sahid teaching media can be grouped as follows:

- a) Visual Media: the media which can show information that Just can be seen and read. For example: picture, photo, graphic, diagram, poster, cartoon, comic, book, etc.
- b) Audio Media

The media which can show information that just can be heard. For example: radio, tape recorder, language laboratory, MP3 player, etc.

c) Projected Still Media

the media that need projector to show the information which inform of no-motion picture/writing. For example: Power Point slide, micro film, etc Projected Motion Media: the media that need projector to show information inform of motion picture/writing.

3. Concept of Memrise web

a. Definition of Memrise Web

Technology based teaching is still seen as a fresh innovation in teaching and learning activities, as it elements the requirement for students and teachers to be present in the classroom during the teaching and learning process. According to conducted Ajayi (2023), technology may also be characterized as a medium that helps students learn the topic better. ICT can be describes as a technical tool for conveying (outputting/transferring) information. Students can develop knowledge gained from their teachers by searching for information on the internet related to materials taught by teachers. Technology-based teaching can be done from anywhere and end at anytime in accordance with the agreement that has been established between teachers and students. According to Heil et al (2023) mentioned Memrise in their evaluation of trends, problems, and opportunities in mobile language learning application for self directed education. Memrise used a systematic and guided curriculum with audio, visuals, video, and speech recognition software.

Vocabulary acquisition is a crucial component in second language learning. With the advancement of technology, digital tools have become increasingly popular in supporting language education. one such tool that has gained attention among educators and learners is Memrise. This web integrates multimedia and gamification to create a more engaging learning experience. It is particularly known for enhancing vocabulary retention through repeated exposure and testing. According to Walker (2022) paper on the impact of using Memrise on students,, perceptions of learning vocabulary and on long term

memory of words. The web was created to improve long- term vocabulary by using computers and application on smartphones and tablets to test vocabulary on a regular basis. Memrise was founded by a Grand Master of Memory, named Ed Cooke, Ben Whately, and a Princeton neurologist specialized on memory and forgetting named Greg Detre. Memrise is a website that can be found at www.memrise.com, as well as a mobile application that can be found in the Google Play and Apple Application Stores.

b. The Excellences of Memrise Web

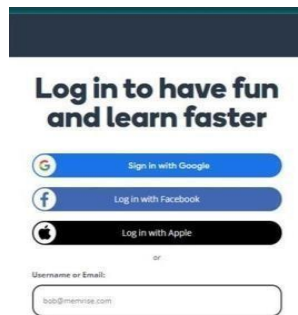
Memrise Web has various advantages for both teacher and students, such as:

- 1) The Memrise contains several great features that make it an attractive learning tool both students and teachers such as courses in over 200 languages available, Audio Pronounce of Vocabulary, Typing Test and Pronunciation test. Based on cognitive research, this feature allows students to interact with the content in a way that permits information to be kept in long-term memory.
- 2) The Memrise is a multimedia program. Students,, attention is drawn to audio that is accompanied by text and graphics, which increases their interest in learn listening.

c. The procedures of Memrise Web

- 1) Creating an account by signing up.

Before creating an account the students have to make sure that they have made account in Memrise web before by using Google account, Facebook and Apple. It is best if students make a profile as their progress, then be saved in case they happen to change their devices.



(Source: Memrise Web)

Figure 2.1 creating an account

The Profile page is like a report card, informing of how many words students have learned, what are the badges students have acquired, which learning level students are on, as well as leadership boards.

2) Choosing a Chource



(Source: Merise Web)

Figure 2.2 Choosing a Chourse

In the language section of the site alone there are courses in over 200 languages available. The course screen should roughly indicate how many hours it will take to complete. A course may be divided into levels so it is easier to manage. To choose a course, the students click the 'Browse' button at the top of the site. The students can then sort through courses by language or popularity or search for keywords. The students choose English to learn.

3) Starting The Learning

The students click on Menubar _Mulai belajar,, then wait a moment, after that, the menubar will be showed for each level and the students click the center of the button (Kajian Cepat).



(Source: Memrise Web)

Figure 2.3 Starting the Learning

4) Learning Vocabulary by Using Memrise Web.

After students click Mulai Belajar, the menubar will show the list of vocabulary. Memrise use a garden as a metaphor for memory. When students start learning a course, the vocabulary items will be planted as 'seeds'. The vocabulary will be given over and over again. Start from the easy way, middle and more difficult. There are always the audio pronounce for each vocabulary. As the students are tested on them through typing, pronunciation and multiple choice test.



(Source: Memrise Web)

Figure 2.4 Audio Pronounce of Vocabulary, Typing Test and Pronunciation Test The main page of Memrise looks like the user (student) is entering outer space, with multiple levels expressed as planets.

5) Public profil

In this public profile show the point that students get from every level. The Profile page is like a report card, informing of how many words students have learned, what are the badges students have acquired, which learning level students are on, as well as leadership boards. Based on the explanation above about procedures of using Memrise web, the researcher concludes that there are some activities in using the Memrise web to learn and reviewing vocabulary. First, students read English vocabulary or phrases related to previously chosen themes and the meaning.



(Source: Memrise Web)

Figure 2.5 Public profil

Given vocabulary by native speaker recording. Students rewrite the words given. This is so that students are able to remember how to write the words learned beforehand. In addition to presenting material, the application sometimes presents a form of multiple choice test, typing test, and pronunciation test. Students can test their memories with some of these tests. Multiple choice testing presents a certain Indonesian word then students search in the answer choices where the English of the word is presented. Pronunciation test presents a word referred to by native speaker recording, then students are asked to guess the word/phrase what is called by the native speaker and the last test is typing test, this form test presents certain English words then the student's task is to write down the meaning of the word. The last is students can

see the ranking of the acquisition of words or phrases that have been studied before through their respective profiles.

6. Perception in learning

Definition of Perception According to the Expert, there are different definitions of perception. According to Block (2018), stated one of them argues that perception is a brain process in which the perceptual system creates an internal representation of the world. In addition, Rolfs (2016), also argues that perception is separated from thinking based on its function so that perception has an influence the purpose of describing the portioned environment, which is then used by other parties functions of the mind, such as thinking, conscious choice creating, or going to act.

Students' perception of learning can be measured through four main indicators, namely ease of access, motivation, improvement of learning outcomes, and suitability. Ease of access refers to how easily students access learning materials or media, as stated by Nugroho et al (2021) that accessibility affects students' perceptions of learning effectiveness. Motivation is an important indicator because it encourages student involvement in the learning process, as stated by Rahmat et al (2021) that motivation determines the perception of the success of online learning. Furthermore, improved learning outcomes are also a measure of perception, where students feel that learning has a positive impact on their understanding and skills Adedoyin. Finally, the suitability of learning methods or media with students' needs and characteristics also influences positive perceptions, as stated by Aliyyah et al. (2020) that learning that suits students' conditions will be more effective and well received.

C. Conceptual framework

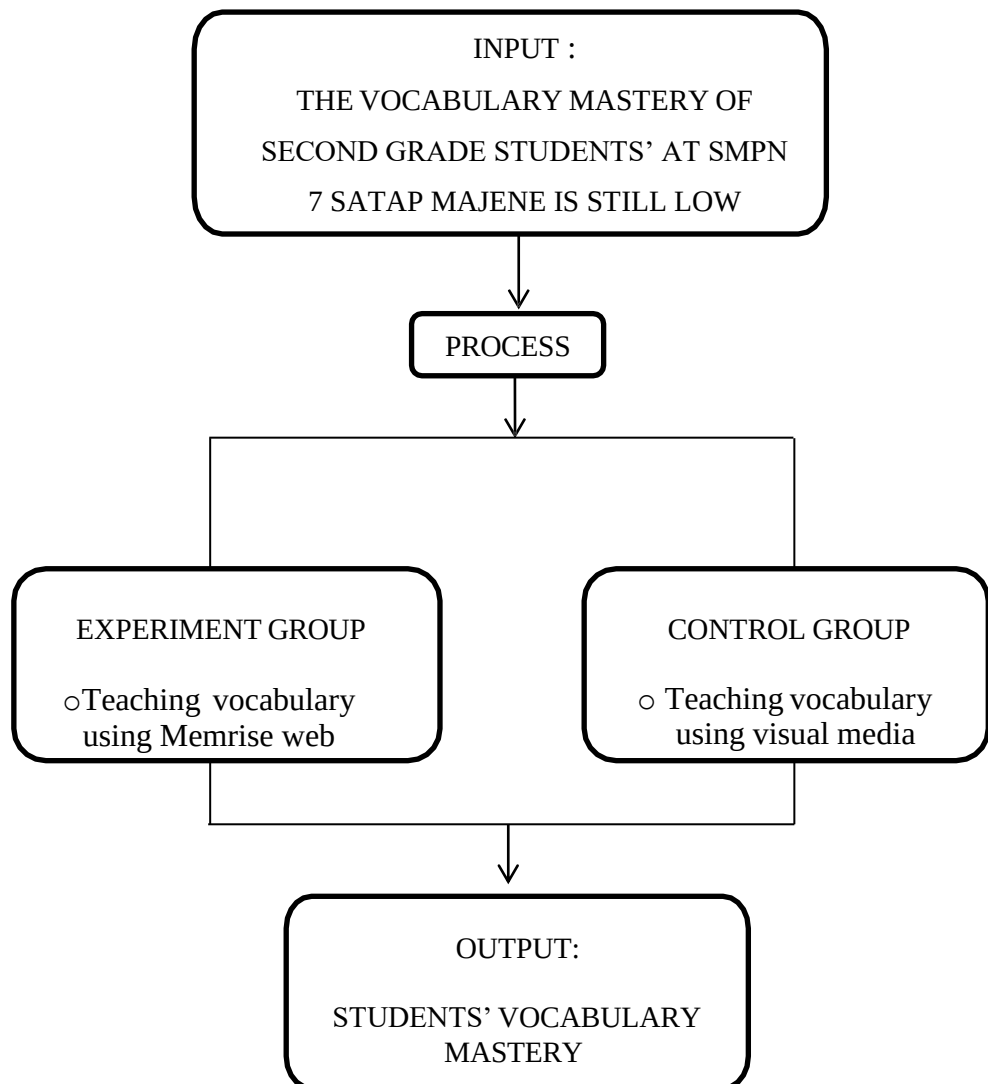


Figure 2.6 : Conceptual Framework

This study was conducted on seventh grade students at SMPN 7 Satap Majene who experienced two main problems, namely low vocabulary mastery and difficulty in memorizing English vocabulary. To overcome these problems, the researcher took two classes, namely the experimental class and the control class. Both groups were first given a pre-test to measure their initial ability in vocabulary acquisition.

The experimental group was treated by using Memrise web as a vocabulary learning medium. After the learning process lasted for a certain period, this group was again given a post-test to determine the development of their abilities. Meanwhile, the control group also participated in vocabulary learning, but used conventional methods without the help of the application. This group was also given a post-test after the lesson to compare the results with the experimental group. The comparison of pre-test and post-test results from both groups aimed to determine the effectiveness of Memrise web in improving students' vocabulary skills.

In addition, to support the quantitative data from the test results, the researcher also used a questionnaire as an additional instrument. This questionnaire aimed to explore two important aspects. First, to find out whether the use of Memrise web could help students improve their vocabulary mastery, and second, to explore how students perceived their experience while using Memrise.

D. Hypothesis

The hypothesis of the research was formulated as follows:

- a. Null Hypothesis (H_0): There is no significant difference in students' vocabulary mastery between those taught using the Memrise web and those taught using collaborative learning.
- b. Alternative Hypothesis (H_a): There is a significant difference in students' vocabulary mastery between those taught using the Memrise web and those taught using visual media.

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

According to the preceding chapter, the use of Memrise Web was proven to be more effective than conventional methods in improving students' vocabulary mastery. The control class remained in the "low" category, with an average pre-test score of 28.00 and only increasing to 56.67 on the post-test. This limited improvement showed that conventional teaching methods did not significantly enhance students' vocabulary. On the other hand, the experimental class, which was taught using Memrise Web, demonstrated a remarkable increase, with an average score of 37.33 on the pre-test and rising to 80.00 on the post-test. The students' classification scores improved from "low" to "good," indicating substantial progress in their vocabulary mastery. The results of the independent samples t-test showed that sig. (2-tailed) = 0.001, which was lower than the significance level of 0.05. This means that the treatment had a statistically significant effect on students' vocabulary mastery, so the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. Furthermore, the N-Gain score in the experimental class was 0,3-<0,7 categorized as medium. These results confirmed that Memrise Web was highly effective in enhancing students' vocabulary mastery.

The findings of this research also indicated that Memrise Web helped students improve their vocabulary skills in several essential aspects, such as understanding word meaning, recalling vocabulary, using words in context, and retaining them for longer periods. Positive responses from the students' questionnaire, with an overall score of 3.9 categorized as "Highly perceived," further supported the effectiveness of this strategy. These results are consistent with studies conducted by Hendrisa et al. (2024) and Ismardianti (2023), which also proved that Memrise significantly improved students' vocabulary mastery. This research provides additional evidence that Memrise Web, as a digital-based teaching media, not only improved students' vocabulary but also enhanced their motivation, interest, and engagement in

learning. Therefore, Memrise Web can be considered an effective and innovative teaching strategy that fosters better outcomes in students' vocabulary mastery.

B. Suggestion

Based on the research findings and conclusions, several suggestions are proposed as follows:

1. For Teachers

English teachers are encouraged to use Memrise Web as an alternative digital teaching media in vocabulary learning. Its interactive and engaging features can help make the learning process more enjoyable and effective compared to conventional methods. Teachers should also integrate Memrise with classroom activities to balance digital practice with direct guidance.

2. For Students

Students are suggested to take advantage of Memrise Web not only during classroom sessions but also outside the classroom. Since the platform can be accessed through smartphones and laptops, it provides opportunities for independent learning and continuous practice, which can improve vocabulary retention and confidence in using English.

3. For Future Researchers

Future researchers are encouraged to conduct similar studies with a larger population and at different educational levels, such as senior high school or university. It is also suggested to explore the use of Memrise Web in improving other English skills, such as reading comprehension, speaking fluency, or writing ability. Additionally, qualitative approaches such as interviews or classroom observations can be combined with quantitative analysis to provide a deeper understanding of students' perceptions and experiences.

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