



The Effect of Using Memrise Application on Students' Vocabulary Mastery of The Seventh Grade at SMPS Prayatna Medan

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ABSTRACT

Many students have difficulty mastering vocabulary in English, including student have limited vocabulary and also having difficulty remembering unfamiliar vocabulary. The purpose of this research is to find out whether the Memrise application has an effect or not to mastering vocabulary. This research was conducted using quantitative methods. The research sample consisted of 20 students in class VII-1 as the experimental class and 20 students in class VII-2 as the control class. From the data that has been analyzed, the researcher found that the average result of the experimental class was 34 while the average result of the control class was 22. The results of calculations using the t test showed that t observed was higher than the t table ($6.06 > 2.02$) with df: 38 at the significance level $\alpha=0.025$. So the alternative hypothesis (H_a) is accepted and the null hypothesis is rejected. It can be concluded that the Memrise application in the vocabulary mastery learning process is effective to use.

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INTRODUCTION

Language is one of the most important skills that humans must have. English is one of the language skills required to find out. Acquisition is incredibly necessary to form it easier to know English learning for review (Ramírez & Kuhl, 2020). In Indonesia, English as the first foreign language that almost all students studied as one of the subjects studied by both elementary and university level students. When learning English, it is something should not ignore.

Vocabulary is an important and foundational level tool for mastering all of these skills in English. Asyiah (2017) in her study suggests that “students with a good vocabulary will find it easier to master all of their English skills”. In a summary, vocabulary knowledge determines students' effect in English learning. It implies that having an extensive vocabulary means mastering English language. The fact show that English language is neglected for those who want to mastery in vocabulary. The students have limited vocabulary, difficult to memorise vocabulary that is not familiar to them. Also, the learning media used are less attractive to them in mastering English vocabulary. Based on all the problems above, researchers conducted a study of learning using the application Memrise to solve existing problems in learning English vocabulary. The purpose of this study is to find out there is an effect of using memrise on learning to master English vocabulary of seventh grade students at school. It is supported by (Hasan Affandi & Syafi 'i2, 2018) that some learning methods can be obtained by utilizing technology to expand the students“ vocabulary knowledge. It means that technology advancement has changed learning paradigm and make the students easier to learn something in English.

Media are the tools used to convey information. The information reaches the recipient of the information. The term learning media is also often identified with teaching (Sirait et al., 2021). Media and technology have an influence on education. For example, smartphones, computers and the internet have influenced the current learning process. Technology in teaching and learning as an enabler and suggests that technology can work to help organize and provide material structure to students; help students, parents interact, anytime and anywhere. Technology means an application that can be used as an English Learning Media. This is a free language learning application called Memrise.

Dalimunthe (2021) stated that Memrise is a free online foreign language learning app. Memrise can be accessed via the link www.memrise.com or can be downloaded via the Playstore application on every Android. Memrise was founded in 2010 by Grandmaster of Memory, Ed Cooke and Princeton neuroscientist. Memrise is very easy to use. To increase the speed of learning and remembering memrise using a flash card repetition (Aminatun & Oktaviani, 2019). Memrise App to learn a new word, imagining it as planting a new seed in memory. Anytime students wish to revisit the word, Memrise

maintains it, much like watering a miniature flower. Memrise helps it develop as rapidly as possible by reviewing at the right moment, and soon students will have an adorable yard full with memories of everything they have learned. Memrise requires an exciting and interactive media experience to motivate to learn language. This application is related to student more likely to understand and remember the word, which is helpful in increase their vocabulary.

METHOD

The research was carried out for three meetings and was done through the teaching vocabulary. This method is use quantitative method research. The design of the research is experimental design. The research uses the pre-test, treatment, and post-test approach to collect data. The aim is to find out whether there is a significant effect of using Memrise application on students or not. It have two groups (experimental and control). The experimental group is the group that receive treatment by using Memrise application and control group do not use Memrise application. The sample of this research consisted of 20 students of VII-1 the experimental class and 20 students of VII-2 as the control class. The researcher used test as an instrument. The researcher used test before and after the experiment because the instrument which be used the result of the study. In this research, the researcher used objective test for pre-test and post-test. The test will consist 10 items of multiple choices.

FINDINGS

The pre-test and post-test results that are applied to both values are used to separate the student achievement data into two categories: experimental class and control class data. It will be presented the result of the test on the table below:

Table 1
The Differences of Score Between Pre test and Post test
of the Experimental group

No	Initial Name	Pre test T_1	Post test T_2	$T_2 - T_1$ (X_2)
1	AOPD	30	60	30
2	AS	10	50	40
3	AAS	40	80	40
4	DA	50	60	10
5	FK	20	70	50
6	HH	50	80	30
7	MKSI	30	60	30
8	MAW	40	80	40
9	MHD	20	70	50
10	MN	40	80	40
11	MMCIS	20	60	40
12	PP	30	70	40
13	RA	20	50	30
14	RV	40	70	30
15	SHAW	30	60	30
16	SBCCS	30	70	40
17	TJ	50	80	30

18	SBHH	40	60	20
19	SZ	50	80	30
20	UAN	30	60	30
TOTAL				680

$$M_x = \frac{\sum x}{N}$$

$$M_x = \frac{680}{20}$$

$$M_x = 34$$

Based on the table showed that, the mean of experimental group is **34**.

Table 2
The Differences of Score Between Pre test and Post test of the Control group

No	Initial Name	Pre test T ₁	Post test T ₂	T ₂ – T ₁ (Y ²)
1	AAL	20	30	10
2	AZ	40	60	20
3	AP	20	40	20
4	DFN	50	70	20
5	DOR	20	50	30
6	FHN	40	60	20
7	FM	20	50	30
8	CP	20	40	20
9	FGN	20	50	30
10	HBS	50	80	30
11	KAZH	40	60	20
12	MDR	40	50	10
13	MRH	20	40	20
14	HS	30	50	20
15	MDZR	30	70	40
16	NAT	30	60	30
17	PCAS	20	30	10
18	RAB	30	40	10
19	RDH	30	60	30
20	RAD	10	30	20
TOTAL				440

$$M_y = \frac{\sum y}{N}$$

$$M_y = \frac{440}{20}$$

$$M_y = 22$$

Based on the table above, the mean of control group is **22**.

Table 3
The Standard Deviation of the Experimental group

No	$T_2 - T_1$ (X_2)	Dx ($X - 34$)	Dx^2
1	30	-4	16
2	40	6	36
3	40	6	36
4	10	-24	576
5	50	16	256
6	30	-4	16
7	30	-4	16
8	40	6	36
9	50	16	256
10	40	6	36
11	40	6	36
12	40	6	36
13	30	-4	16
14	30	-4	16
15	30	-4	16
16	40	6	36
17	30	-4	16
18	20	-14	196
19	30	-4	16
20	30	-4	16
TOTAL			1680

From the calculation above, it can be seen that the deviation value of the experimental group got a score of **1680**.

Table 4
The Standard Deviation of the Control group

No	$T_2 - T_1$ (Y_2)	Dy ($Y - 22$)	Dy^2
1	10	-12	144
2	20	-2	4
3	20	-2	4
4	20	-2	4
5	30	8	64
6	20	-2	4
7	30	8	64
8	20	-2	4
9	30	8	64
10	30	8	64
11	20	-2	4
12	10	-12	144

13	20	-2	4
14	20	-2	4
15	40	18	324
16	30	8	64
17	10	-12	144
18	10	-12	144
19	30	8	64
20	20	-2	4
TOTAL			1320

From the calculation above, it can be seen that the deviation value of the control group got a score of **1320**.

The data above than was calculated by applying t-test formula as follows :

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{dx^2 + dy^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t = \frac{34 - 22}{\sqrt{\left(\frac{1680 + 1320}{20 + 20 - 2}\right) \left(\frac{1}{20} + \frac{1}{20}\right)}}$$

$$t = \frac{12}{\sqrt{\left(\frac{3000}{38}\right) \left(\frac{2}{40}\right)}}$$

$$t = \frac{12}{\sqrt{(78,94)(0,05)}}$$

$$t = \frac{12}{\sqrt{3,94}}$$

$$t = \frac{12}{1,98}$$

$$t = 6,06$$

Based on the calculation of the t-test above, it was found that t-test is 6.06. The t-test shows that the t- observed is higher than t-table or it can be showed as follow: t-observed is 6.06 and t-table is 2.02. It means that t observed is the higher than t-table (6.06>2.02) with df: 40 at the level of significance a=0,025. Thus, the alternative hypothesis (Ha) is accepted.

DISCUSSION

In this research, the researcher had seen the effect of using Memrise with the data obtained through pre-test and post-test indicated that the mean score of experimental and control class were significant different. The mean score of the student's in the experimental class was 34. While the mean score of the student's in the experimental class was 22. The different result of two classes could be seen from the testing of hypothesis. It means that t-observed is higher than t-table (6.06 >2.02). Therefore, Ha is accepted and Ho is rejected; in other words, teaching vocabulary using the Memrise application is more effective than without it. Related on previous

research by (Nuralisah & Kareviati, 2020) stated that using Memrise is effective for increasing students' vocabulary mastery. This application is also one of reference learning strategies that research can do to teach in class.

CONCLUSION

The research findings show that research using Memrise is effective for increasing students' vocabulary mastery. The result of the t-test value shows that the t-test is higher than α 0.05. In other words, using Memrise application on students' vocabulary mastery was give effect of the seventh grade students of SMPS Prayatna Medan. The researcher attracted a lot of attention from them during the treatment. Through this media, the students felt joyful, positive, and confident then totally focused on the material. For the reader or another researcher look for the same thing in a different school with a different topic, which will serve as a comparison in improving the quality of education, particularly for vocabulary.

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