

**USING MEMRISEAPPLICATION TO INCREASE STUDENTS'
VOCABULARY MASTERY AT THE EIGHTH GRADE OF
SMPN 8 PALOPO**

A Thesis

*Submitted to The English Education Study Program of S1 Tarbiyah
Department of State Islamic University of Palopo in Partial Fulfillment of
Requirement for S.Pd Degree in English Education*



Submitted by:

Cinta Lembang

21 0202 0034

**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY (UIN) PALOPO**

2025

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TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY (UIN) PALOPO**

2025

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Palopo, 1 September 2025

Regards,



Cinta Lembang

THESIS APPROVAL

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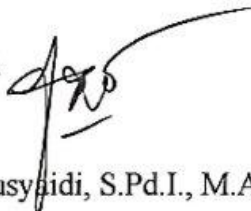
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إِلَهُ وَعَلَى مُحَمَّدٍ سَيِّدِنَا عَلَى صَلِّ اللَّهُمَّ، اللَّهُ رَسُولُ مُحَمَّدًا أَنْ وَأَشْهَدُ، اللَّهُ إِلَّا إِلَهُ لَا أَنْ أَشْهَدُ
بَعْدُ أَمَّا، أَجْمَعِينَ وَصَحْبِهِ

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The researcher hopes this research can provide benefits for the author personally, to readers, and teachers.

Finally, the author realizes that this thesis is far from perfect. Therefore, all criticisms and suggestions are highly expected for future improvements.

Palopo, 19 Mei 2025

The Researcher

Cinta Lembang

ABSTRAK

Cinta Lembang, 2025. "*Penggunaan Aplikasi Memrise untuk Meningkatkan Penguasaan Kosakata Siswa Kelas VIII SMPN 8 Palopo.*" Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Palopo. Dibimbing oleh Wahibah dan Nurhayati Usman.

Masalah dalam penelitian ini adalah siswa masih kekurangan kosakata dan motivasi belajar yang masih rendah karena metode yang digunakan guru dalam mengajar bahasa Inggris tidak efektif. Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan aplikasi *Memrise* dapat meningkatkan penguasaan kosakata siswa kelas VIII SMPN 8 Palopo. Penelitian ini menggunakan metode pra-eksperimen. Populasi penelitian ini adalah siswa kelas VIII. Jumlah populasi adalah 196 siswa. Sampel adalah kelas VIII.3 yang terdiri dari 29 siswa. Instrumen penelitian yang digunakan adalah observasi, tes, dan dokumentasi. Tes yang digunakan adalah tes kosakata. Peneliti menggunakan *pre-test*, *treatment*, dan *post-test* untuk mengumpulkan data. Hasil menunjukkan bahwa rata-rata skor *post-test* siswa lebih tinggi daripada rata-rata skor *pre-test* ($73,97 > 48,79$). Hasil analisis statistik antara *pre-test* dan *post-test* pada tingkat signifikansi 0,05 dengan derajat kebebasan (df) = 56. Analisis menunjukkan nilai $p = 0,01$ dan nilai signifikansi (α) = 0,05. Oleh karena itu, nilai $p < \alpha$ ($0,01 < 0,05$), nilai p lebih rendah dari nilai signifikansi, artinya hipotesis alternatif (H_i) diterima dan hipotesis nol (H_o) ditolak. Dengan demikian, terdapat perbedaan yang signifikan pada penguasaan kosakata setelah menggunakan aplikasi *Memrise* dalam pengajaran kosakata. Berdasarkan hasil penelitian ini, peneliti menyimpulkan bahwa aplikasi *Memrise* dapat meningkatkan penguasaan kosakata siswa.

Kata kunci: Penguasaan Kosakata, Aplikasi *Memrise*, Sekolah Menengah Pertama

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ABSTRACT

Cinta Lembang, 2025. *"Using Memrise Application to Increase Students' Vocabulary Mastery at the Eighth Grade of SMPN 8 Palopo."* Thesis of English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Palopo. Supervised by Wahibah and Nurhayati Usman.

The problem addressed in this research is that students still lack vocabulary and show low learning motivation due to the ineffective methods used by teachers in teaching English. The objective of this study was to determine whether the use of the *Memrise* application could improve the vocabulary mastery of the eighth-grade students at SMPN 8 Palopo. This research employed a pre-experimental method. The population consisted of all eighth-grade students with a total of 196 students. The sample was class VIII.3, consisting of 29 students. The research instruments were observation, tests, and documentation, with vocabulary tests serving as the main instrument. The researcher used a pre-test, treatment, and post-test to collect data. The results showed that the students' average post-test score was higher than their average pre-test score ($73.97 > 48.79$). Statistical analysis between the pre-test and post-test at the 0.05 significance level with degrees of freedom ($df = 56$) indicated that the p-value was 0.01, which is lower than $\alpha = 0.05$ ($0.01 < 0.05$). This means the alternative hypothesis (H_i) was accepted, and the null hypothesis (H_o) was rejected. Thus, there was a significant difference in vocabulary mastery after using the *Memrise* application in vocabulary teaching. Based on these findings, the researcher concluded that the *Memrise* application can improve students' vocabulary mastery.

Keywords: Vocabulary Mastery, *Memrise* Application, Junior High School

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الملخص

تشينتا ليمبانغ، ٢٠٢٥م. "استخدام تطبيق ميمرايز *Memrise* لرفع مستوى إتقان المفردات لدى تلاميذ الصف الثامن بالمدرسة المتوسطة الحكومية الثامنة بمدينة بالوبو". رسالة جامعية، برنامج دراسة تعليم اللغة الإنجليزية، كلية التربية والعلوم التعليمية، جامعة بالوبو الإسلامية الحكومية. بإشراف: وهبة ونورهاياتي عثمان.

تتمثل مشكلة البحث في أن التلاميذ ما زالوا يعانون من نقص في المفردات وضعف في الدافعية للتعلم بسبب عدم فاعلية الطرق التي يستخدمها المعلم في تدريس اللغة الإنجليزية. وتهدف هذه الدراسة إلى معرفة ما إذا كان استخدام تطبيق ميمرايز قادرًا على رفع مستوى إتقان المفردات لدى تلاميذ الصف الثامن. استخدم البحث المنهج شبه التجريبي. وبلغت عينة البحث ٢٩ تلميذًا من الصف الثامن/٣، من مجموع السكان البالغ ١٩٦ تلميذًا. وأجريت أدوات البحث باستخدام الملاحظة، والاختبار، والوثائق. وقد اشتمل الاختبار على الاختبار القبلي، والمعالجة، والاختبار البعدي. وأظهرت النتائج أن متوسط درجات التلاميذ في الاختبار البعدي (٧٣,٩٧) أعلى من متوسط درجاتهم في الاختبار القبلي (٤٨,٧٩). كما بين التحليل الإحصائي بين الاختبارين عند مستوى الدلالة ٠,٠٥ وبدرجة حرية $df = 56$ أن قيمة p بلغت ٠,٠١، وهي أقل من قيمة $\alpha = ٠,٠٥$. وبذلك $\alpha < p < ٠,٠١$ ، مما يعني قبول الفرضية البديلة H_1 ورفض الفرضية الصفرية H_0 وهذا يدل على وجود فرق دال إحصائيًا في مستوى إتقان المفردات بعد استخدام تطبيق ميمرايز في تدريس المفردات. وبناءً على ذلك، خلص الباحث إلى أن التطبيق يسهم بفاعلية في رفع مستوى إتقان المفردات لدى التلاميذ.

الكلمات المفتاحية: إتقان المفردات، تطبيق ميمرايز، المدرسة المتوسطة

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CHAPTER I

INTRODUCTION

A. Background

English is a global language, fostering connections among individuals across various linguistic and cultural settings. Quimosing (2022) pointed out that a significant number of individuals communicate in English, whether as a first, second, or foreign language, indicating its widespread acceptance.¹ Furthermore, English serves as the predominant language for international discourse in sectors such as business, education, diplomacy, and science. It also leads the digital realm and worldwide media, granting widespread access to knowledge and entertainment. Additionally, the majority of scholarly journals and research publications are conducted in English, making it vital for the exchange of ideas. Moreover, many global corporations and international institutions adopt English as their primary working language, facilitating collaboration among individuals from different countries.

English holds a crucial position in the Indonesian educational framework as it equips students for tertiary education and future job opportunities. Indonesia is recognized as one of the countries that extensively incorporate English as a foreign language in its curriculum, underlining its significance in the realm of education. Ilyosovna (2024) highlighted the necessity of English proficiency, particularly in our interconnected world where effective communication skills are

¹Abigail B. Quimosing, "Learning English as a Foreign Language (EFL): A Narratology," *SALTeL Journal (Southeast Asia Language Teaching and Learning)* 5, no. 2 (2022): 13, <https://doi.org/10.35307/saltel.v5i2.85>.

highly esteemed.² As a result, numerous Indonesian educational institutions mandate English as a required subject from elementary through senior high school. To better prepare the younger generation, especially those in junior high school, one approach is to enhance their communication abilities, enabling them to be more adept for higher academic pursuits and future career paths.

Gultom et al. (2021) recognized four primary skills in the English language: listening, speaking, reading, and writing.³ These skills are not to be learned in isolation; instead, they are reinforced by several key language elements. The structure aids learners in arranging sentences and articulating their thoughts with more clarity, while vocabulary provides essential words to communicate meaning and understand messages. Pronunciation is vital for ensuring clarity in spoken communication, as it allows for accurate understanding of messages. Likewise, spelling contributes to accuracy in writing and helps avoid misunderstandings. Mastering these elements enhances learners' abilities to effectively utilize the four language skills in both academic settings and everyday situations.

According to Nunan et al. (2003) vocabulary refers to collection of words that an individual knows.⁴ It plays a crucial role in language learning. Students with limited vocabulary often struggle to communicate effectively. In contrast, a

² Niyozova Aziza Ilyosovna, "Importance of the English Language in Today's World," *International Journal of English Learning & Teaching Skills* 6, no. 2 (2024): 22–24, <https://doi.org/10.15864/ijelts.6205>.

³ Rodolfo Josafat Gultom et al., "Teachers Strategies in Teaching English Vocabulary in Junior High School," *Journal of English Language and Education* 7, no. 1 (2021): 9, <https://doi.org/https://doi.org/10.31004/jele.v7i1.182>.

⁴ David Nunan, T. D. Terrell, and H. Douglas Brown, *Practical English Language Teaching, Language*, First, vol. 57 (New York: McGraw-Hill, 2003).

rich vocabulary allows them to express thoughts and feelings clearly, build confidence in using the language, and improve their overall communication skills. Therefore, mastering vocabulary is essential for successful English learning. Rosyada and Apoko (2023) stated that vocabulary is essential for language learning and communication because without vocabulary mastered students difficult to understand others and expressing their ideas.⁵

Many junior high school students continue to struggle with limited English vocabulary. According to Nisa'Sirait and Daulay (2024) students experience difficulties in learning vocabulary from elementary through junior high school. This problem is often worsened by the use of traditional and less engaging teaching methods, which can lead to boredom and a lack of interest during English lessons. In addition, students often have low intrinsic motivation to learn the language. To address these challenges, teachers must implement effective teaching strategies and make use of appropriate media to capture students' attention and actively involve them in the learning process.

Renandya et al. (2023) stated that the landscape of language education has significantly transformed with the advent of various technological tools and resources now available in modern classrooms.⁶ Educators are increasingly embracing digital innovations to enhance student engagement, monitor learning progress, and improve overall academic outcomes. Teaching vocabulary remains a

⁵Amrina Rosyada-AS and Tri Wintolo Apoko, "Investigating English Vocabulary Difficulties and Its Learning Strategies of Lower Secondary School Students," *Journal of Languages and Language Teaching* 11, no. 3 (2023): 490, <https://doi.org/10.33394/jollt.v11i3.8404>.

⁶ Willy A. Renandya, Francisca Maria Ivone, and Maria Hidayati, "Harnessing the Power of Technology in ELT," *Journal of Studies in the English Language* 18, no. 2 (2023): 2.

particular challenge, especially for young learners who tend to lose focus easily. Therefore, the integration of engaging strategies and interactive media is essential to support vocabulary acquisition and sustain student interest.

Same condition the researcher found when observed eighth graders at SMPN 8 Palopo and discovered that most did not grasp basic language. The teacher's method is also ineffective because the teacher only asks students to make a paragraph in Indonesian and then translate it into English using Google Translate, so that students did not learn and understand the vocabulary in the paragraph specifically. They get the basic translation without considering essential language acquisition skills like pronunciation, spelling, intonation, and sentence-relevant vocabulary. Students focus on speedy and practical translation output rather than understanding the words or sentences they translate

Based on the phenomenon above, English teachers should select appropriate instructional media that can effectively facilitate vocabulary development. There are various digital media for learning, especially English. Memrise application is a modern, interactive, and gamified learning platform that used spaced repetition and multimedia tools to increase students vocabulary mastery. As Nurani et al. (2023) stated that Memrise is a free online language learning platform with engaging features and designs.⁷ It help teacher to use interactive media in the learning process, assisted teachers deliver content for better grades also making English teaching more easily and engagingly.

⁷Henny Rahmawati Evita Suci Dwi Nurani, Dzul Fikri, "English Students' Perceptions of Tha Use of Memrise Application in Learning English Vocabulary Independently," *Jurnal Penelitin, Pendidikan, Dan Pembelajaran* 18, no. 18 (2023).

According to G'afurova (2024) teaching English via media and games will make learning easier, keep students engaged, and reduce students' boredom during the lesson.⁸ Students more interested to join in the learning process and were supposed to learn vocabulary well using this medium. So, it would increase their vocabulary. Therefore, the researcher conducted this thesis research with the title *"Using Memrise Application to Increase Students Vocabulary Mastery at the Eighth Grade of SMPN 8 Palopo"*.

B. Research Question

Based on the background of this research the researcher formulated the following research question, "Does the use of Memrise application increase students' vocabulary mastery at the eighth grade of SMPN 8 Palopo?"

C. Objective of the Research

Based on the research question of this research the objective of this study was to find out whether or not the use of Memrise application increase students' vocabulary mastery at the eighth grade of SMPN 8 Palopo.

⁸Muxlisa Azamat kizi G'afurova, 'How to Teach Vocabulary in Fun and Effective Way', Scientific Adviser: Ulugbek Yarashovich Elmurodov Senior Teacher, Chirchik State Pedagogical University, 5.(CSPU Conference 1 Part 1) (2024), p. 459.

D. Significance of the Research

1. Teoritically

This research was expected to gives broader understanding of how digital applications such as Memrise can be utilized to increase students' vocabulary mastery. The findings of this study were also expected to strengthen theoretical perspectives on vocabulary learning and the use of technology in language education. Therefore, this study contributes to introducing a technology-based approach to vocabulary learning.

2. Practically

a. Students

This study was expected to provide an effective digital media for students' to increase their vocabulary mastery through Memrise application.

b. Teachers

This study was expected to help teachers apply suitable media in teaching vocabulary, making the English teaching process more effective and efficient.

c. Other Researcher

This study was expected to be a source of reference for other researchers who are interested in further exploring the use of technology in language learning, particularly vocabulary learning. The findings and methodology used can be applied or adapted to different contexts.

E. Scope of the Research

To provide a clear scope of this study, the researcher focused on using Memrise application to increase students' vocabulary mastery at the eighth grade of SMPN 8 Palopo. The vocabulary used in this study are classified into a number of topic such as family, part of body, transportation, job, asking and giving direction, and traveling which include various nouns and verbs relevant to each topic. The researcher used cooperative learning method to support the learning process. The teacher asked students to create groups where they complete tasks together, share their ideas and help each other. This method encouraged students to be more active, responsible, and engaged in the classroom.

CHAPTER II

REVIEWS OF LITERATURE

A. Previous Related Study

In writing this research, the researcher discussed about using Memrise application as a media in learning process, the researcher found some related researchers who use Memrise application in their research those are as follow:

Zuniati et al. (2023) conducted the research entitled “*The Use of Memrise Application to Improve Students' Vocabulary Mastery at the Eighth Grade of Junior High School*”. The purpose of this study was to see whether there was a substantial change in students' vocabulary mastery before and after being taught using Memrise. This study focused on eighth-grade junior high school students. The population consisted of eight classes totaling 247 students, while the sample consisted of class x, which had 39 students.

This research used a quasi-experimental method, and data analysis revealed a Sig. (2-tailed) value of $0.000 < 0.05$. Based on the examination of the t-test and t-table values, the t-test score is 11,128, and the t-table value is 1.699. It indicates that the t-test value is higher than the t-table. It indicates that there is a considerable difference between pre-test and post-test scores. The researcher discovered substantial differences in students' vocabulary mastery before and after

using the Memrise application. The study found that utilizing the Memrise program can help students enhance their vocabulary mastery.⁹

Nuralisah and Kareviati (2020) conducted the research entitled “*The Effectiveness of Using Memrise Application in Teaching Vocabulary*”. The purpose of this study is to improve student achievement and interest in the vocabulary learning of seventh grade students at school. The subject was 35 students who consist of 20 females, and 15 male students at seven grades of one of the junior high schools in SMPN 1 Cillin. This study employs descriptive-qualitative design.

Based on data analysis, the average pre-test score of students is 68.3 and the post-test score is 85.1, with the results indicating that student scores increased in the post-test period. As a result, the findings of this study suggest that Memrise is an effective tool for enhancing students' vocabulary mastery. Students remembered language more easily and were delighted with the learning experience.¹⁰

Nasution (2022) carried out the research entitled “*The Effect of Memrise Application on Students' Vocabulary Mastery at Seventh Grade of Mts Pab 1 Helvetia*”, this study focused to determine whether or not the application of Memrise had a significant effect of students vocabulary mastery. The subject of this research is the eighth grade at MTs PAB 1 Helvetia. The number of the population is 192 students that consist of 6 classes VII A, VII B, VII C VII D, VII

⁹Ramadhanti Dian Zuniati, Tarcisia Sri Suwarti, and Ajeng Setyorini, *The Use of Memrise Application To Improve Students' Vocabulary Mastery At The Eighth Grade of Junior High School.*, 2023, III.

¹⁰Ai Siti Nuralisah and Evie Kareviati, ‘The Effectiveness of Using Memrise Application in Teaching Vocabulary’, *Professional Journal of English Education*, 3.4 (2020), pp. 494–500.

E,VII F and the sample is 64 students consist two classes. This study was conducted by using quantitative research method with quasi experimental design and pre-test-posttest control design. Data analysis showed that t_0 is greater than t table at the 5% significance level ($4.03 > 2.039$).

Furthermore, the average score in the experimental class is 75.31, whereas the average score in the control class is only 66.40. Thus, based on the t-test examination of the research data, the significant value is accepted and the hypothesis (H_0) is rejected. Based on data analysis, the researcher discovered that there was a substantial difference in the vocabulary scores of the first grade pupils of MTs PAB 1 Helvetia between student success before and after being taught with Memrise games.¹¹

Rohim, et al. (2022) in their research on “*The Effect of Memrise Application Towards Students’ Vocabulary Mastery*”, aimed to investigate the effect Memrise application towards students’ vocabulary mastery. The population of this research consists of 71 students and the sample of this research is VIII A as experimental class consists 22 Students and VIII B as control class consists 22 students. Total of sample is 44 students.

This research used a quantitative quasi experimental approach using Pre-test and Post-test Control Group Design. In this design, the sample will be grouped into two groups. The experimental class is using Memrise application, while the control class is using Kahoot Application. Data analysis show that t-

¹¹Asnizar Nasution, ‘The Effect of Memrise Application on Students’ Vocabulary Mastery at Seventh of MTs PAB 1 Helvetia’, *Bright Vision: Journal Language and Education*, 2.1 (2022), pp.32–42 <<http://jurnaltarbiyah.uinsu.ac.id/index.php/brightvision>>.

count= -9.655 and signification value (p-value) = 0.000 < α = 0.05, so H_a is accepted and H_0 is rejected.

In contrast, the Memrise program has a considerable influence on learners vocabulary mastery. The researcher determined that using the Memrise application to teach vocabulary has a substantial positive effect on the vocabulary mastery of eighth-grade students at MTs Mathla'ul Anwar Malingping, Lebak Banten, in Academic Year 2022/2023. As a result, the null hypothesis (H_0) is rejected, whereas the alternative hypothesis (H_a) is accepted.¹²

Lubis et al. (2023) conducted the research entitled “*Memrise Application as Digital Media Skill to Enrich Students’ English Vocabulary at Junior High School in Medan*”. The purpose of this study is to determine the effectiveness of the Memrise program in expanding students' English vocabulary. The sample consists of eighth-grade students from SMP Dharma Pancasila Medan. This research employed a quantitative approach.

The t-test results indicate a significant influence to enrich the value, with sig (2 tailed) = 0.001 < 0.05. Then H_0 is refused, whereas H_a is accepted. It may be concluded that there is a considerable difference between the pre-test and post-test questions, implying that the Memrise application has an effect on enriching students' vocabulary.¹³

¹²Robi Faizal Rohim, ‘The Effect of Memrise Application Towards Students’ Vocabulary Mastery’, *Journal of English Language Learning*, 6.2 (2022), pp. 194–98, doi:10.31949/jell.v6i2.3656.

¹³Bambang Nur Alamsyah Lubis, Azizah Husda, and Putri Annisa Zulhantiar, ‘Memrise Application as Digital Media Skill to Enrich Students’ English Vocabulary at Junior High School in Medan’, *Jurnal Education and Development*, 11.1(2023), pp. 459–66, doi:10.37081/ed.v11i1.4542.

The similarity of this research with the previous studies above is the use of Memrise application in teaching vocabulary at the eighth grade in junior high school. The difference of this research are the research method, the researcher employed pre experimental method with one group pre-test and post-test design, the objective of the research, time and location, also population and sample.

The novelty of this study lies in the combination of teaching methods and digital media in teaching vocabulary. This blended approach aims to make the learning process more practical, engaging, and enjoyable, thereby increasing students' motivation and active participation in English learning.

Although previous studies have demonstrated the effectiveness of digital applications in supporting vocabulary development, limited research has explored Therefore, this study seeks to address that gap by offering a new perspective on the use of Memrise as an interactive, technology-based learning medium combined with cooperative learning method. By focusing on the applying digital media and effective method in teaching English. This research is expected to contribute to the advancement of English vocabulary learning strategies at the junior high school level.

B. Some Pertinent Ideas

1. Vocabulary

a. Definition of Vocabulary

According to Richards and Renandya (2002) vocabulary is the foundation of language mastery because it facilitates succesful in speaking, listening, reading, and writing.¹⁴ Learners who have a strong vocabulary are better equipped to communicate their ideas effectively, comprehend others precisely, and interact meaningfully with written and spoken materials. People with a large vocabulary are better able to express themselves clearly, select words that are suited for various situations, and steer clear of ambiguity when speaking and writing. It facilitates improved comprehension in reading and listening because new words can impede comprehension and break the flow of conversation.

Wahibah (2016) said that vocabulary is an essential component of language learning. Learning a language requires familiarity with its vocabulary. Language can not exist without words. The more words we know, the more thoughts we can develop. So we can successfully communicate the ideas.¹⁵

Wahidin et al. (2023) stated that vocabulary is crucial for language learning and can assist students in mastering it.¹⁶ Vocabulary can encompass all words in a language as well as specific variants like dialect, register, and

¹⁴Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching* (New York: Cambridge University Press, 2002).

¹⁵Wahibah, 'The Effectiveness of Using Pictured Story to Upgrade Students' Vocabulary', *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 4.1 (2016), p. 2.

¹⁶Wahidin, Rustan Santaria, and Jufriadi, "The Effect of Anagram Game on Students' Vocabulary at the Tenth Grade of Senior High School 4 Palopo," *Jurnal Sinestesia* 13, no. 2 (2023): 1421, <https://sinestesia.pustaka.my.id/journal/article/view/537>.

terminology. Learning a language improves communication and interaction, and can indicate one's intellect in mastering it. Improving one's English vocabulary is essential for effective communication. The most effective technique to improve vocabulary is with a smartphone app.

Based on opinions above it can be concluded that vocabulary is a collection of words or terms in a language that is not only defined but also plays an essential role in English language learning. Serving as a fundamental foundation, mastering vocabulary aids in effective learning and plays a key role in speaking, listening, writing, and reading abilities. More than just a list of words, vocabulary is a central element that cannot be overlooked in the development of language skills, and without it, achieving effective communication in English becomes challenging.

b. Types of Vocabulary

Dilnoza (2025) stated that parts of speech are components that define a word's function in a sentence.¹⁷ It is explained as follows:

1) Noun

A noun is a word that is used to identify something, such as a person (Ali, boy, singer), animal (cat, cow, elephant), thing (cup, pencil, book), place (Karachi, city, street), qualities (boldness, sorrow), actions (writing, listening, running), circumstance, attribute, or idea. So, the fact that we have a word for something implies that we see it as something. Proper nouns, common nouns, collective nouns, abstract nouns, and possessive nouns are the six types of

¹⁷Tillaeva Dilnoza, "The Importance of Parts of Speech in English," *Spanish Journal of Innovation and Integrity* 41 (2025): 367–68, <https://doi.org/http://sjii.indexedresearch.org>.

nouns. Furthermore, nouns can be classified into two groups based on their calculations: countable and uncountable.

Nouns come in many nonexclusive categories as follows:

a) Common Noun

A “common noun” names any one of a group of persons, places, things, or ideas. e.g., heir, testatrix, executive, officer, lawyer, judge, state, court, document, school, church, copier, building, hall, website, article, newspaper, journal, letter, memorandum, elevator, knowledge, truth.

b) Proper Noun

A “proper noun” names a specific person, place, thing, or idea. For example; John Brown, Washington D.C., Magistrate Court, Department of Homeland Security, The Constitution, August, Monday, Labor Day, Pennsylvania Avenue, Mississippi River, Statue of Liberty, the Equal Protection Act, Christmas, Harvard, Gulf of Mexico, National Football League, Nobel Peace Prize, Internet.

c) Concrete Noun

A “concrete noun” names a physical object that can be perceived by at least one of the human senses. Concrete nouns can be common, proper, collective, count, or noncount nouns. For example; water, odor, noise, building, computer, client, appellant, document, desk, window, daughter, Mr. Jones, oil, clock, chime, conference room, telephone, machinery, equipment, customer, street, city, state, country, school, UPS, Secretary of State, Judge Lee, prosecutor, criminal, prison, book, restaurant, champagne, chocolate.

d) Abstract Noun

An “abstract noun” names a concept, an idea, a feeling, a quality, or a characteristic that cannot be perceived by human senses. For example; freedom, justice, politics, problem, fairness, equality, respect, beauty, realism, knowledge, excellence, achievement, perfection, deadline, intelligence, courage, loyalty, eloquence, convenience, diligence, consideration, issue, offense, interview, approval, objective, transaction, relationship, time, billable hour, duty, license, protection, attitude, situation, good will.

e) Countable Noun

A “countable noun” refers to individual items that are not typically viewed as amass. Countable nouns can be singular or plural. For example; desk, computer, dictionary, defendant, lawyer, judge, tax code, patent, case, will, deed, conference, complaint, pleading, brief, hour, statement, estimate, court, sentence, example, motion, matter, citation, biography, client, problem, gain, actor, situation, issue, word, report, carrier, reference, citation, arrest, topic.

f) Uncountable Noun

A “uncountable noun” refers to items that do not have a separate existence and cannot be numbered. “A” or “an” cannot be used with noncount nouns without adding other words. Uncountable nouns can be common, abstract, or collective. They are also referred to as “mass” or “uncountable” nouns. For example; grain, gravel, natural gas, water, chaos, earth, smoke, money, weather, research, news, violence, furniture, humor, air, pollution, snow, poetry, music, the

South, Europe, food, butter, mustard, tea, sugar, travel, Internet, Milky Way, litigation.

2) Verb

Verb used to describe events and processes such as giving, happening, and becoming. They usually have the infinitive, third-person singular present tense, past tense, present participle, and past participle. The past participle is normally the same as the past tense, however this is not always the case. The primary distinction between verbs is between auxiliary and lexical verbs. Auxiliary verbs are a grammatical subclass with a closed subclass.

There are various types of verbs in English, namely:

a) Action verb

Action verbs are verbs that involve an action that can be seen by others. Action verbs are also known as dynamic verbs. Examples of action verbs are swim, run, sing, work, and many more. Action verbs often appear in verbal sentences.

b) Stative verb

Stative verbs are verbs that refer to a condition or state. Stative verbs are used to describe things like your likes and dislikes, qualities, opinions, beliefs, and emotions. For example: Love, want, know, dislike, needs, and so on.

c) Transitive verb

Transitive verbs are verbs that function to describe the direct object that the subject does. For example: Kick, buy, bake, paint.

d) Intransitive verb

Intransitive verbs are verbs that do not describe the direct object of what the subject is doing. Therefore, these verbs are not followed by a noun that acts as an object. Examples include lives, sounds, etc.

e) Linking verb

Linking verbs are verbs that connect subjects and adverbs. Examples: be, become, seem, appear, grow.

f) Helping verb

An auxiliary verb is others name of helping verb. So, as the name suggests, helping verbs are auxiliary verbs that are added to other verbs to change the meaning of different sentences according to their purpose and atmosphere. Examples are be (is, am are, was, were, been, being) and others.

3) Adverb

The term adverb refers to a vast group of words. It is divided into two types: those that refer to indirect information about an action, event, or process, such as the time, place, or manner in which it occurs, and those that help to accentuate adverbs and other adjectives.

Adverbs tell when, where, how, and why. Many adverbs are made by adding -ly to an adjective: simple, simply; quiet, quietly; odd, oddly; peaceful, peacefully; formal, formally; perfect, perfectly. Some adverbs don't end in -ly however, (e.g., always, here, there, forever, not, now, often, quite, then) and some adjectives do end in -ly (lovely, timely), so the best way to distinguish adverbs and adjectives is to determine how they function in a sentence.

Adverbs are used to describe manner (slowly, confidently, skillfully, impatiently, angrily, mildly); place (here, there, nearby); frequency (never, once, every week, sometimes, often, usually, always); time (now, finally, then, later, early, tomorrow, next month, not yet, already); intensity (very, quite, extremely, particularly, rather, almost, to some extent); and purpose (so that, in order to, to avoid, to obtain).

4) Pronouns

The pronoun, as the name suggests, serves a fundamental function based on four nouns after the noun is mentioned in a specific text. Personal pronouns, reflexive pronouns, and possessive pronouns are the subclasses. These pronouns distinguish between the first, second, and third person. Interrogative pronouns, relative pronouns, and demonstrative pronouns are the other subtypes.

The main cases and varieties of pronouns students should be able to identify are the following:

a) Personal Pronoun

The personal pronouns are the most readily named set of pronouns. Most everyone remembers what pronouns are by the eighth grade subjective case pronouns. They're called "subject pronouns" because they occupy only the subject of a clause. You should take note, however, that linking verbs create the "predicate nominative," which is another way of saying that they link back to the subject. Therefore, when a pronoun is used after a linking verb, it should be a subject pronoun. For instance, "It is she," not "It is her." Subject pronouns such as, I, you, he, she, it, we, they. Object pronouns The object pronouns are used as the

objects of prepositions, and as the predicate objects of verbs and verbals, whether direct or indirect objects. Objective pronouns such as me, you, him, her, it, us, them.

b) Possessive Pronoun

The personal possessive pronouns can be used either as subjects or as objects, direct or indirect. They function primarily to express the sense of the antecedent's ownership. With the exception of "mine" they all end in "-s". Possessive personal pronouns such as, mine, yours, his, hers, its, our, theirs.

c) Interrogative Pronoun

Questions (i.e., interrogative sentences) frequently begin with one of the following question pronouns: which(whichever), what (whatever), who (whom), whoever (whomever).

d) Relative Pronoun

The relative pronouns are that who, whom (for whom, with whom, by whom, etc.) what (whatever), which (whichever), whoever (whomever). You'll note these are exactly the same as the Interrogative Pronouns with the exception of the pronoun "that." Relative Pronouns set themselves apart from Interrogative Pronouns in that they don't create questions. Rather, a relative pronoun begins a relative clause, a kind of subordinate adjective clause that relates to an antecedent noun by identifying it with more detail, sometimes even renaming it. In this regard, relative clauses are a lot like a long form of an appositive.

e) Demonstrative Pronoun

Demonstrative Pronouns The word "demonstrative" comes from the verb "demonstrate." A demonstrative person demonstrates his feelings openly, even conspicuously. A pronoun that holds up something or someone as an example is a demonstrative pronoun. The simplest way to imagine a demonstrative pronoun is that it is being pointed at, or pointed out. Note that the demonstrative pronouns decline in slightly different ways than other pronouns: in number and in proximity, instead of number and person, singular (this), plural (these), singular (that), plural (those).

f) Reflexive Pronoun

Object pronouns ending in "-self" that "reflect" the action back to the subject are called "reflexive pronouns." They also "reflect" the declension of subject in number and person. E.g., myself yourself himself, herself, itself, ourselves, yourselves, themselves.

5) Numerals

Ordinal and cardinal numbers are the two types of numbers. As the name implies, sequence numbers establish the order of objects and series: first, second, third, fourth, and so on. Cardinal numbers do not identify the sequence, but just the quantity and series components such as one, two, three, four, and so on.

6) Determiners

Determiners are a class of words that are used with nouns to define noun references in a variety of ways. The class is divided into two large groups, identifiers and quantifiers. The subclass of Identification includes articles, both

non-aligned and definite articles, possessive and demonstrative. Examples are these, that, those, enough, much, few, which, what.

7) Adjective

Adjectives frequently emphasize the meaning of a noun by occurring immediately before it, as in wide avenue, or by using a copula verb, as in the route is/to be wide. As a result, qualities are frequently described as descriptive. Here are a few examples of adjectives: large, brown, intense, old, young, terrific, Asian, new, formidable, transactional, modern, contemporary, easy, simple, quick, handy, experienced, useful, additional, round, square, antique, delicious, exotic, bland, smooth, callous, innocent.

8) Preposition

Prepositions serve the primary purpose of linking noun phrases to other elements. The relationship could be one-time (e.g. after a meal), place (e.g. in front of a bus), or logical (e.g. because of his behaviors). Many prepositions can be used to express more than one of these relationships.

Preposition is divided into six types, namely:

- a) Preposition of time, which is a preposition used to express time. In this case, “time” has a wide scope, it can be days, hours, seasons, and others. Examples are after, before, during, since, until, etc.
- b) Prepositions of place are prepositions to express place. For example, above, at, in, on, under.

- c) Preposition of movement is a preposition used to show movement from one place to another. Examples include inside, into, off, toward(s), up, and many more.
- d) Preposition of manner, which is a preposition to show the “manner” relationship between its object and other words in a sentence. Examples include by, in, like, on, with (out).
- e) Preposition of purpose is a preposition to express the “purpose” relationship between an object and other words in a sentence. The most commonly used example is for.
- f) Preposition of quantity/measure is a preposition that functions to introduce information in the form of a “quantity” or “size” relationship between the object and other words in the sentence. Examples include for and by.

9) Conjunction

Conjunctions, as the name implies, serve the function of joining, usually connecting one sentence to another, but sometimes also connecting one noun to another. They are divided into two types: coordinating conjunctions, which unite two items on an equal footing, and subordinating conjunctions, which subordinate one item to another in some way. Subordination may only occur once.

Conjunctions are divided into several types:

1) Conjunction based on function:

- a) Subordinate conjunction is a conjunction to combine two bound clauses that cannot stand alone, aka it must be united with another clause in order to produce meaning. Examples are since, although, after, additionally, besides, etc.
- b) Coordinate conjunction is a word to connect two sentences that are grammatically equivalent. Examples of coordinate conjunctions are for, and, nor, but, or, yet, so.

2) Conjunction by form:

- a) Correlative conjunction is a conjunction that consists of two words, but the location in the sentence must be separate. Examples include not only ... but also, either ... or, neither ... nor, and others.
- b) Single word is a conjunction that consists of one word. For example, but, and, also, and so on.
- c) Compound conjunction is a hyphen that consists of more than one word, but not separate like correlative conjunction. Examples include as if, as long as, provided that, in order that, and others.

c. Aspects of Vocabulary

Hlaing (2019), state that there are several aspects of vocabulary that students need to learn, those are as follows:¹⁸

1) Pronunciation and spelling

The student must comprehend how a word sounds (pronunciation) and appears (spelling). These are quite evident traits, and when the learner first encounters the item, he or she will notice at least one of them. We must ensure that each of these characteristics are correctly taught and learned.

2) Grammar

If a novel item's grammar is not explicitly covered by established grammatical rules, it must be taught independently. An item's form may change unexpectedly in specific grammatical conditions, or it may have a unique way of linking with other words in sentences; it is vital to teach learners this information in addition to the basic form. When introducing a new verb, for example, we might provide its past form, if it is irregular (think, thought), and whether it is transitive or intransitive.

Similarly, when teaching a noun, we may wish to present its plural form, if irregular (mouse, mice), or draw learners' attention to the fact that it has no plural at all (advice, information). We may present verbs such as want and enjoy together with the verb form that follows them (want to, enjoy-ing), or adjectives or verbs together with their following prepositions (responsible for, remind someone).

¹⁸Chaw Su Hlaing, "Vocabulary A Basic Element of Language Learning," *International Journal of Trend in Scientific Research and Development (IJTSRD) International Journal of Trend in Scientific Research and Development* 3, no. 5 (2019): 1854, <https://doi.org/https://doi.org/10.31142/ijtsrd27861>.

3) Collocation

Another aspect that influences whether a combination sounds 'appropriate' or 'wrong' in a given context is the collocations associated with specific objects. So here's another piece of information on a new item that may be useful to teach. When introducing words like decision and conclusion, for example, we may note that you take or make the one, but usually come to the other; similarly, you throw a ball but toss a coin; you may talk about someone being dead tired but it sounds odd to say *dead fatigued. Collocations are frequently noted in dictionaries, either by putting the entire collocation beneath one of the head-words, or by a comment in parenthesis.

4) Aspects of meaning (denotation, connotation, appropriateness)

A word's meaning is largely what it refers to in the real world, often known as its denotation; this is frequently the type of definition provided in dictionary entries. For example, dog refers to a type of animal, namely a common, domestic carnivorous mammal; thus both dank and moist mean slightly wet. Connotation refers to the associations and emotions that an item generates, which may or may not be reflected in its dictionary definition. The word dog, for example, has positive connotations of affection and devotion among most British people; while, the equivalent in Arabic, as interpreted by most Arabs, has negative overtones of dirt and inferiority.

In the English language, moist has positive connotations, whereas dank has negative connotations; hence, you may describe something as 'pleasantly moist' when 'pleasantly dank' would sound nonsensical. A more subtle aspect of

meaning that often needs to be taught is whether a particular item is the appropriate one to use in a certain context or not. Thus, it is useful for a learner to know that a certain word is very common, or relatively rare, or 'taboo' in polite conversation, or tends to be used in writing but not in speech, or is more suitable for formal than in formal discourse, or belongs to a certain dialect. For example, you may know that weep is virtually synonymous in denotation with cry, but it is more formal, tends to be used in writing more than in speech, and is in general much less common.

5) Aspects of meaning (meaning relationships)

The relationship between the meanings of one thing and those of others can also be valuable in teaching. There are a variety of such relationships; here are a few examples:

- a) Synonyms are items that have the same or almost identical meaning, such as brilliant. Clever and smart may be synonyms for intelligent.
- b) Antonyms: objects that have the opposite meaning; for example, affluent is an antonym to poor. Animal hyponyms include dogs, lions, and mice.
- c) Co-hyponyms, also known as co-ordinates, refer to similar objects, such as red, blue, green, and brown.
- d) Superordinates are broad notions that 'cover' specific elements; animal is the superordinate of dog, lion, and mouse.
- e) Translation refers to using words or idioms from the learner's native language that are roughly equivalent to the item being taught.

6) Word Information

Vocabulary items, whether single or multi-word, can frequently be split down into their constituent 'pieces'. Another piece of useful information is how these pieces are put together, which may be more relevant to more advanced learners. You may want to teach the most common prefixes and suffixes: for example, if students understand the meanings of sub-, un-, and -able, they will be able to infer the meanings of words like substandard, ungrateful, and untranslatable.

They should be aware, however, that in many common words, the affixes have no evident connection to their root meaning (for example, topic, pleasant). New prefix combinations are not uncommon, and the reader or listener should be able to decipher their meaning based on their components. Another way vocabulary items are created is by combining two words (two nouns, a gerund and a noun, or a noun and a verb) to form a single compound word, or two independent, occasionally hyphenated terms (bookcase, follow-up, swimming pool). New coinages with this combination are prevalent.

d. Teaching Vocabulary

Teaching vocabulary is crucial parts of teaching English as a foreign language.¹⁹ According to Harmer (2007), teachers must make every effort to stay up to date with the latest technology advancements in instructional materials.²⁰ However, teachers should never allow technology to dictate how we teach and

¹⁹Sartika Manda, Ahmad Talib, and Nur Aeni, "Improving Students' Vocabulary by Using Show and Tell (S&T) Method at the First Grade Students of SMA Negeri 6 Toraja Utara," *Journal of Excellence in English Language Education* 1, no. 4 (2022): 311.

²⁰ Jeremy Harmer, *How to Teach English*, Harlow, England, New (England: Pearson Education Limited, 2007), <https://doi.org/10.54414/mzlv3216>.

learn. Instead, teachers should determine what the students hope to accomplish before determining what tools and methods will best support them in achieving it. Teachers need to use effective methods and interactive media to support the learning process. Before beginning to teach, teachers must conduct an investigation of the qualities of their students, such as their hobbies, talents, initial abilities, or motivation to study styles. Effective learning takes into account student characteristics, abilities, methods of learning, media, and evaluation of learning outcomes.²¹ Because learning English is challenging for students especially when it comes to vocabulary and word memory. Teachers must create the learning activity in fun way so the students motivate to join in learning process.

The best way of introducing new words is for students to read texts or listen to audio tracks and see or hear those words in action. When we introduce new vocabulary, there is always a chance, of course, that it is not new to some of the students in the class. By the time students get to upper intermediate level or beyond, we can be sure that some of them will know some of the words we are asking them to focus on.

²¹Muhammad Hajarul Aswad and Fadhliyah Rahmah Muin, "Creative, Innovative and Effective Teacher Training in Islamic Boarding School," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 10, no. 1 (2022): 1007, <https://doi.org/10.24256/ideas.v10i1.2710>.

Lelawati, et al (2018), found that there are three stages in teaching vocabulary explained as follows:²²

1) Technique Presenting

The stage at which students are introduced to new words. As English teachers, we must always comprehend suitable vocabulary teaching approaches for our students.

2) Technique in active

In the active stage, there are a variety of tasks that can be used to help get words into memory.

3) Media is a main instrument in teaching and learning method.

This frequently catches students' attention and presents information clearly. Teachers must be forced to employ pictures in their instructional activities in order to facilitate their instruction. There are many media sizes, for example, but visuals are best for students learning vocabulary.

e. Method in Teaching Vocabulary

Learning methods are ways or techniques of presenting learning materials by a teacher to students to achieve learning objectives. To overcome students obstacles in learning English, teachers must adopt appropriate teaching methods.²³ The choice of teaching method plays a key part in shaping the learning process. Choosing a method is a demanding decision that needs considering

²²Setiani Lelawati, Selma Dhiya, and Putri Nurazijah Mailani, 'The Teaching of English Vocabulary to Young Learners', *PROJECT (Professional Journal of English Education)*, 1.2 (2018), p. 96.

²³Devi Ismayanti, Andi Tenrisanna Syam, and Rustan Santiara, "Teaching Speaking Skills through Project-Based Learning for the Eighth Graders of Junior High School," *IDEAS: Journal of Language Teaching and Learning, Linguistics and Literature* 10, no. 1 (2022): 163, <https://doi.org/10.24256/ideas.v10i1.2555>.

numerous elements such as teaching goals, student traits, and teacher preferences. Burekovic, et al (2023), reviewed several methods in teaching vocabulary.²⁴ The methods are explained below:

1) Grammar Translation Method

The grammar-translation method of teaching foreign languages is a conventional approach that dates back to the late 19th and early 20th centuries. It was initially employed to educate 'dead' languages and literatures, such as Latin and Greek. However, deliberate grammar learning is no longer the primary technique for language education. The grammar-translation method emphasizes learning and applying grammatical rules when translating materials from one language to another. The majority of teaching is done in the students' first language. Vocabulary is taught mostly through direct translation from the native language and memorization of bilingual word lists.

2) Communicative Approach

The communicative approach refers to teaching students effective communication skills. It also emphasizes students' accountability for their own learning. It involves cooperation in groups, self-activity, dictionary work. The communicative method in classroom activities involves students using language to communicate and perform tasks. Students improve communication methods through the usage of multiple languages. Both controlled presentation and semi-controlled language exercise can help students develop their language skills optimally.

²⁴Melisa Bureković, Edina Rizvić-Eminović, and Melisa Pilav, "Review of Five Methods Used in English Language Teaching," *Zbornik Radova Islamskog Pedagoškog Fakulteta u Zenici (Online)*, no. 21 (2023): 447–64, <https://doi.org/10.51728/issn.2637-1480.2023.447>.

Communicative language teaching can be considered a collection of principles guiding language teaching goals, how learners learn a language, the types of classroom activities that assist learning, and the roles of teachers and students in the classroom.²⁵ Communicative competence encompasses the following elements of language knowledge:

- a) Understanding how to use language for various purposes and functions;
- b) Varying language use based on context and participants;
- c) Producing and comprehending various types of texts;
- d) Maintaining communication despite limited language knowledge.

3) Direct Method

Direct methods are goal-focused instructional designs for teaching vocabulary, teaching how to learn vocabulary, and providing repeated decoding of important vocabulary. Direct vocabulary instruction outlines a situation in which word meaning information is provided intensively to students and includes teacher-led instruction and individualized work with written materials. Traditionally, direct methods in vocabulary teaching include definitional and contextual methods. The definition method involves assigning students or asking them to determine the definition of a vocabulary word and then writing it in words with that word.

Examples of classroom activities that embody this method are as follows:

- a) The teacher shows realia in the form of objects that the learners already understand.

²⁵S. Azimova, "The Communicative Approach in English Language Teaching," *Bulletin of Science and Practice* 4, no. 1 (2019): 472, <https://doi.org/10.33619/2414-2948/41>.

- b) The teacher models the correct pronunciation.
- c) Learners then try to repeat what the teacher says.
- d) The teacher makes sure that the learners pronounce the words correctly.
- e) Learners repeat the words over and over again.

Teacher skills play important role in determining the success in implementation this method in teaching process. Traditional evaluations based on grammar and vocabulary may not accurately measure learners' speech ability or communicative competence. Using performance-based evaluations to assess learners' language skills in real-world circumstances can provide a more accurate indication of the method's effectiveness.²⁶

4) Indirect Method

Free reading is one example of indirect vocabulary teaching. Teachers provide time in class for recreational reading, conduct book swapping activities, and provide a variety of appropriate books in the classroom which can include newspapers, magazines, menus, catalogs, and so on. Reading to students is also useful for adding new vocabulary and improving vocabulary. Another form of indirect method is the use of writing activities which have an effective impact on students.

Applying this type of indirect method needs a variety of instruments, including careful preparation, creating the greatest possible study environment, and maintaining a language learning notebook. According to this technique, the

²⁶Andi Muhammad Dakhalan and Jem Cloyd M Tanucan, "The Direct Method in Language Teaching: A Literature Review of Its Effectiveness," *Journal of Language and Education Studies* 3, no. 2 (2024): 137, <https://doi.org/https://doi.org/10.70177/lingeduca.v3i2.1354>.

students believed that a nice physical environment was an important aspect in developing each language skill. It provided the students with adequate input in a convenient, calm setting with minimal background noise, assisting in the establishment of a suitable classroom setting and motivating the students to develop a convenient atmosphere for home study.²⁷

4) TPR (Total Physical Respons)

Dr. James J Asher established several English teaching methodologies and strategies, including TPR. It has been used for about 30 years. This strategy focuses on encouraging students to listen to and respond to their teachers' spoken target language orders. In other terms, TPR is a language teaching method based on speech-action coordination; it aims to teach language through physical (motor) activity in response to their teachers' spoken target language orders.

The total physical response method is regarded as the most appropriate strategy. Unlike traditional text-based methods, TPR engages young learners with activities such as songs, games, and stories that require physical participation.²⁸ This strategy captures the attention of energetic young learners, resulting in language learning that is both successful and pleasant. Total physical response method is ideal for young students.

²⁷Maki Naeimi and Thomas Chow Voon Foo, "Vocabulary Acquisition through Direct and Indirect Learning Strategies," *English Language Teaching* 8, no. 10 (2015): 146, <https://doi.org/10.5539/elt.v8n10p142>.

²⁸Yohanes Gatot Sutapa Yulia, "Total Physical Response Method as a Stress-Free Learning Method in English Language Teaching," *Jurnal of English Development* 3, no. 02 (2023): 280, <https://doi.org/10.25217/jed.v3i01.4832>.

5) Cooperative Learning

Cooperative learning is an approach that emphasizes student activeness in a learning environment. Cooperative learning as a set of learning methods where students learn in small groups of several students with different abilities. The method provides opportunities for increased understanding and skills, social relationships, and harmony between students. What cooperative learning suggests is not competitive learning where students compete for higher results than other students. In cooperative learning, students learn through interaction in a working team that helps each other to improve.²⁹

In the learning process, there are several methods that embrace cooperative learning, for example student teams-achievement divisions (STAD), teams-games-tournaments (TGT), cooperative integrated reading and composition (CIRC), team accelerated instruction (TAI), group investigation, jigsaw, numbered heads together, or think-pair-share. Explained as follows:

a) Student Teams-Achievement Divisions (STAD)

STAD is one of the simplest forms of cooperative learning. The teacher first explains the material to learners. After that, learners work together in teams of four members with different abilities to better understand the material. For example, learners work together to extract important information from a text or solve a problem. In the STAD method, learners are motivated to not only provide answers, but also explain ideas and skills to each other.

²⁹Paul Lennon, 'Language Teaching Methods', *The Foundations of Teaching English as a Foreign Language*, 2020, pp. 31–58, doi:10.4324/9780429285998-2.

b) Cooperative Integrated Reading and Composition (CIRC)

The cooperative integrated reading and composition (CIRC) method is a cooperative learning method to teach reading, writing, and literature for learners with basic to intermediate levels. In this method, learners pair up with other learners of different abilities. While the teacher is guiding one group, the other group does activities such as reading in turn, predicting how the story begins, summarizing the story, writing comments on the story, practicing pronunciation, discussing the main idea, and so on.

In the literature learning period, structured activities based on the process writing model are conducted. Learners plan and write their drafts; revise and edit each other's writing; and plan for publication. Assessment is given to each team based on the average performance of all members of that team group.

c) Group Investigation

In group investigation, groups are formed based on a preferred topic. The groups are formed with a small number of members from two to six people. Each group plans a research or project such as formulating a research problem, collecting data, and writing a research report. After forming the group and determining the topic, the topic is divided into several subtopics that become tasks for each member. The results of the research are then synthesized and summarized for reporting. After that, each group presents their research results in class.

d) Jigsaw

The jigsaw method is a method that is widely used in English language learning. In this method, students are divided into groups of six. The teacher

divides the material into six parts, each group member gets a part of the material. After that, each group member gathers with other group members who get the same part of the material to examine.

In this case, the group member becomes an expert on each part he/she studied. Each group member reunites with their group members, then takes turns explaining the part of the material they have learned. This learning method motivates learners to be responsible for understanding the material assigned to them and teaching it to the material experts and teach it to other material experts.

e) Think Pair Share

The think-pair-share learning model organizes learners to work together in pairs. First, learners are given a task, such as solving a problem and then they find the solution individually. After that, learners find a partner to work in pairs to solve the problem. Each group then presents the results of their discussion in front of the class.

f) RoundRobin

The roundrobin learning method begins with the teacher explaining the material, then giving a problem to find a solution. After students form small groups, each group member takes turns expressing their comments, alternative solutions, or ideas in order. The results of the discussion are then reported to the teacher.

6) Audiolingual Method

The audiolingual method focuses on oral communication abilities, making it ideal for teaching soldiers to gain language fluency for military needs. This strategy is based on behaviorist theory, which emphasizes how external variables, such what we see or experience, can change our behavior and learning. The audiolingual method teaches language through repetition, memorization, proper responses, and positive feedback. Supporters of this method advocate for habit creation, which involves teaching students to communicate in the target language through habits. Repetition strengthens habits and leads to better learning outcomes.

Teachers accomplish this function using a variety of approaches. To improve pronunciation and intonation, students might use tactics such as dialogs and repeating after the teacher. Pattern drills help pupils rehearse certain linguistic structures. Encourages memorization through dialogue, vocabulary, and grammar patterns. Backward build-up activities assist pupils improve their speaking skills by practicing longer, more complicated sentences. The chain drill uses a consecutive question-and-response structure with students. Transformation drills help students practice changing phrase forms, including turning assertions into questions.

f. Media in Teaching Vocabulary

Media is one of the important tools in teaching English. Teaching media is a tool that can enhance students' learning outcomes. Teachers should include teaching media, such as subject materials and tools, into their lessons. Using

teaching media enhances teachers' ability to effectively convey information. It also makes variations in the learning process more efficient and enjoyable for young students.

The usage of teaching media is required in the teaching and learning process to make the learning process more effective and interesting for students, so that students do not become bored quickly and can receive learning material effectively.

Andriani, K., et al (2022), argue that teaching media is something we may utilize to transmit the message and to engage students' attention and interest in learning activities in order to attain learning goals. Students will be more interested in learning activities if they use media, and teachers will be able to communicate material more simply and effectively than if they only delivered material conservatively.³⁰

Teach learning media has specific characteristics.³¹ Media can stimulate the senses of sight, hearing, touch, taste, and smell. Wirawan (2020), stated that media classified into three types: visual, audio, and audio-visual.³² These types can be used for teaching and learning as an instructional resource to help all students understand the material clearly.

³⁰Kiki Andriani, Ardiana, and Firman, 'Teaching Media in Efl Classrooms: What Are They and Why Select Them', *Journal of Language Testing and Assessment*, 2.1 (2022), pp. 87–97, doi:10.56983/jlta.v2i1.214.

³¹Durratul Hikmah, 'Media For Language Teaching and Learning in Digital Era', *International Journal of English Education and Linguistics (IJoEEL)*, 1.2 (2019), pp. 88–86, doi:10.33650/ijoeel.v1i2.963.

³²Fajar Wirawan, "A Study on The Teaching Media Used By The English Teacher at SMP Muhammadiyah 2 Malang" 5 (2020): 89–95.

1) Visual Media

Visual media is a sort of media that conveys messages via verbal communication symbols. Understanding these symbols ensures effective and efficient communication delivery. This media serves multiple purposes, including capturing students' attention, clarifying subject matter, and visualizing knowledge that may otherwise be lost. Examples include pictures, photographs, diagrams, graphs, posters, maps, film frames, and visual presentations such as PowerPoint slides. The use of pictures can boost students' motivation and enthusiasm for teaching language. This technique enables pupils to swiftly understand pictures that are identified based on the topic provided.³³

2) Audio Media

Audio media is related to the sense of hearing. Audio media transmits messages via audio symbols, both spoken and nonverbal. In the context of education, audio media refers to auditory presentations of information. Stimulating pupils' thoughts, feelings, attention, and abilities can result in successful learning. Based on learning growth, audio media is regarded as a cost-effective teaching tool that is enjoyable and simple for teachers and students to design and implement. Learning material can be organized into presentations that are fixed and definite, and it can also be utilized as instructional media to help students learn autonomously.

³³Nurdiana Tandi Langi Et Al., "Using Pictures of Luwu Culture Activity for Teaching," *English Language Teaching Media* 4, no. 3 (2024): 486.

3) Audio Visual Media

Audiovisual media consists of electrical images and auditory sound elements recorded on videotape. The series of electronic images is rotated using a video cassette recorder or player. Audiovisual media is a combination of audio and visual media (sometimes known as hearing media). Audio-visual media can overcome the limitations of either audio or visual media due to its more comprehensive features. Adding motion to audio-visual media enhances its functionality and capacities. It can communicate more complicated and realistic messages.

2. Memrise Application

a. Definition of Memrise Application

According to Nuralisah & Kareviati (2020) Memrise is an internet learning application that specializes in vocabulary development.³⁴ It was established by Ed Cooke, Grand Master of Memory, and Greg Detre, a Princeton neuroscientist who specializes in memory research and forgetting. This tool targets a very particular student interested in vocabulary development. As a result, the student of this tool includes any teacher who wants to encourage their students to find out their vocabulary statistics and any student who wants to enhance their vocabulary in a simple and enjoyable way. Memrise application is fairly simple to use.

Memrise is a free online language learning platform with appealing features and designs that make learning enjoyable. This application gives many fascinating and creative ways to help users know each supplied vocabulary so that

³⁴Ai Siti Nuralisah and Evie Kareviati, 'The Effectiveness of Using Memrise Application in Teaching Vocabulary', *Professional Journal of English Education*, 3.4 (2020), pp. 496.

users may easily remember every term. This application was selected for two primary reasons. For starters, it offers a wide range of themes and courses to help students increase their vocabulary. Second, it is the free mobile version of the well-known Memrise web application.

Rohim et al. (2022) stated that Memrise is an innovative approach of teaching and learning vocabulary since it can encourage children to learn English.³⁵ Students will be more interested in learning activities if they use the Memrise application as a learning media. This application can be used with a website, and sign in using a Google or Facebook account, but can also be done by downloading the application in the play store or mobile application store so that it can be used more easily and practically.

b. Contents of Memrise Application

There are several contents of Memrise such as, situation, video, conversation, ranking/level and quest repetition. They are explain below:

1) Situation

This item contains topic items. There are various topics that students can choose to learn such as basics, introductions, sports, food, education, social life, and others. But there are some topics that cannot be learned because they are paid. If users want to be free to choose topics to learn before that users have to pay.

³⁵Robi Faizal Rohim, 'The Effect of Memrise Application Towards Students' Vocabulary Mastery', *Journal of English Language Learning*, 6.2 (2022), pp. 195, doi:10.31949/jell.v6i2.3656.

2) Video

This item contains video footage of various kinds such as movies, podcasts, news, cartoons, content from native speakers and others. With a variety of videos with a short duration, students can choose the video they like and will not feel bored to watch it. This feature helps students how to pronounce words and can improve their listening.

3) Conversation

This item is an AI language partner called MemBot. Users can practice speaking in various situations that will be responded by AI. Users can practice conversation like in a real situation. User speak using voice recorded then MemBot will respon, if the user does not know how to reply the response from MemBot there are instructions that can help the user.

4) Ranking/Level

Following that, users are much more interested in this functionality. Students behave competitively. Using Memrise ranking or level item encourages students to compete with one to another. Additionally, students will earn points for memorizing and passing a new term. Students that pass a large number of words will automatically receive more points, creating a competitive environment.

c. Features of Memrise Application

Features of Memrise application divided to five categories: word translation, word flashcards, audio choices, typing questions, phrase translations and quest repetition. The explanation as follows:

1) Translation of Words

The most fundamental question in the Memrise app is how to translate words. In this section, Memrise displays four to six answer boxes. The person who uses should choose a response box. This means the same thing as the query word. If the user responds correctly, the Memrise application will display a large alert.

2) Audio Choices Challenge.

For this task, Memrise offers three audio alternatives. Memrise users will need to select an audio option based on the question word. To answer the question, users can listen to audio clips by clicking on each one individually. Additionally, users should select the correct answers and push the "next" button. Memrise displays the solution key immediately, with green indicating correct answers and red indicating wrong answer.

3) Word Typing Test

Memrise application can help users improve their listening abilities. In this part, Memrise users listen to audio voices and write the words they hear. For instance, if the user hears the word "tea," they should input it into the answer field.

4) Translation of Phrases

Memrise application will show the user a phrase of words in the form of a question. After the inquiry, there are five answer alternatives, each with a unique translation and a word from each answer. The user must select the correct option

with the same meaning as the query. After the challenge phase, Memrise asks users to create flashcards for helping them remember the phrase.

5) Quest Repetition

Memrise application offers features such as quest repetition, where users can choose from a randomly assigned activity. The word will be repeated multiple times to ensure users fully comprehend the newly learnt vocabulary. This will benefit students by improving their memory retention.

d. Advantages and Disadvantages of Memrise Application

There are some advantages and disadvantages of Memrise application as a media in English learning process.³⁶ It is explained as follows :

1) Advantages

- a) Memrise application makes the learning process not monotonous and fun (learning by playing games).

This provides features that are different from other applications. In addition to teaching students how to utilizing technology well, this application also provides entertainment to the learners with learners with various pictorial features and games. Retrieved from here the students or learners feel with this application they learning process is not monotonous as well as the purpose of interactive learning.

³⁶Lih-Ching Chen Wang, Eddie T. C. Lam, and Chong Xiao, "The Effectiveness of Using Memrise Application to Learn Chinese Characters by American Middle School Students - A Pilot Study," *International Journal of Technology in Education* 6, no. 4 (2023):583–92, <https://doi.org/10.46328/ijte.423>.

- b) A dialect teaching method that other apps rarely have.

This application can support learners to pay more attention to how to pronounce vocabulary properly. One feature or program that is very supportive for learners because it will train their listening skills by recording how to pronounce dialect sentences correctly, so that in practice students are accustomed and carried away to follow the teaching examples that have been given every lesson.

- c) This application has a fast way to memorize vocabulary

This application makes it easy for students to quickly memorize the vocabulary given. Because the learning process has a repetitive way of pronouncing English so that it can help us remember vocabulary quickly and more effectively.

- d) Equipped with progress and reminder features to return when you exit the application.

Like an alarm, the Memrise application in its use has a reminder feature or option for the learning schedule for a week. Which contains learning targets. This motivates students to keep trying to complete the targets they have set so that one of the goals of language learning can also be achieved.

- e) Interactive learning

If the application is not implemented in the classroom, students still be able to use it independently. As an interactive media, it makes the use of this application more easy to apply to interactive English learning in any learning setting such as formal or non-formal.

f) Application can be downloaded for free

From some of the advantages that have been explained, this application is an application that can be obtained for free. Starting from here makes the learners even more happy because there is no burden to pay for its use.

2) Disadvantages

a) Lack of grammar explanation

Memrise focuses on vocabulary and repetition, but doesn't provide in-depth explanations of grammar like other applications do.

b) Premium for more features

If students have explored the questions, videos etc. As a whole they have learned, there will be special offers for new features for users. However, since the requirement to unlock these features was to pay for the application at a premium so, students did not take up this opportunity, they did not know what the new features would contain.

e. How to Use Memrise Application in Teaching Vocabulary

Stephanie Feli&Caroline Victorine, stated that Memrise has various distinguishing qualities.³⁷The Memrise workout system is one of the application's features. This system is capable of training and storing a strong memory in the brain. This technique, when combined with flashcards and games, makes learning languages, particularly vocabulary, more enjoyable for student.

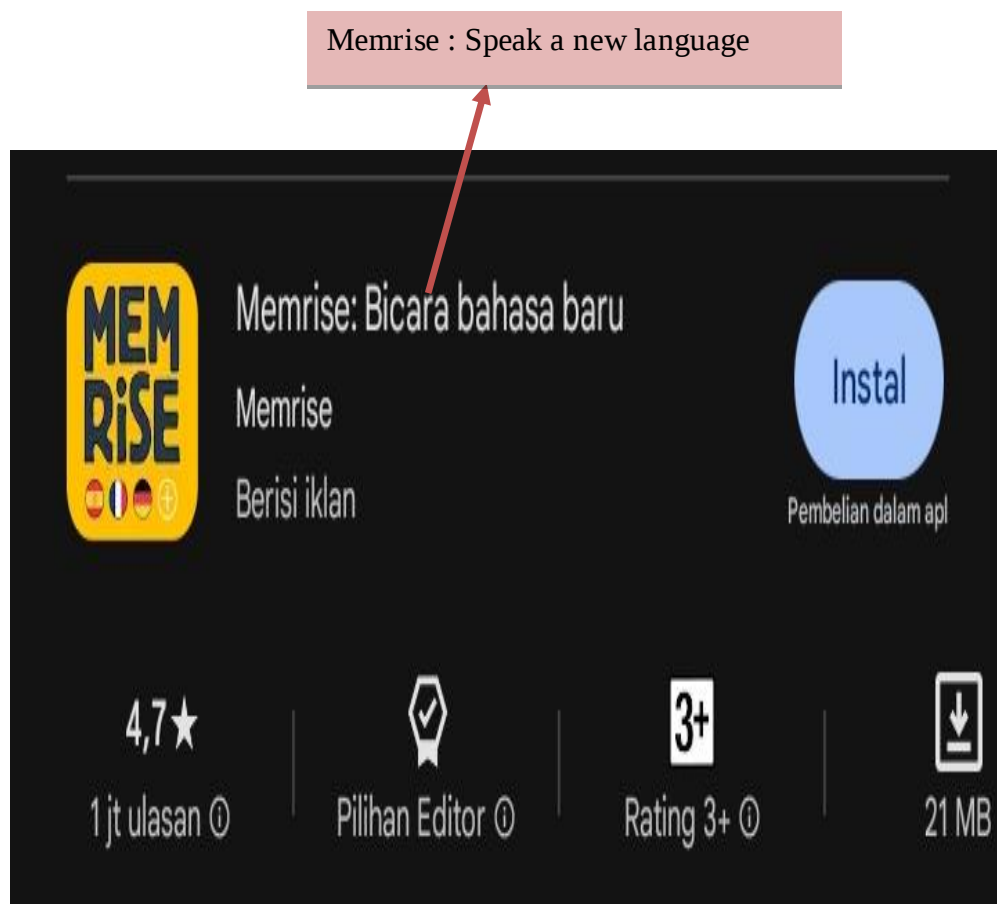
³⁷Stephanie Feli Taebenu and Caroline V. Katemba, 'Vocabulary Enhancement Through Memriseand Google Classroom', *Language Literacy: Journal of Linguistics, Literature, and Language Teaching*, 5.1 (2021), pp. 232–231, doi:10.30743/ll.v5i1.3813.

Here are some types of activities in Memrise that are useful in learning, such as:

- 1) The initial exercise is to learn words or phrases. This software offers learners practice with multiple-choice questions based on previously learned words and phrases. Students used multiple-choice activities to achieve a specific purpose.
- 2) The next task involves organizing words or phrases. During this phase, learners create sentences composed of words. Learners are challenged to write creative sentences, not phrases, in the target language. The researcher, as the teacher examines the students' work once completed.
- 3) The students then memorize the words they have studied fast. In addition, they test their ability by attempting difficult words and comparing their scores. Memrise offers a number of features, including audio, visual, and media on video.

According to sari, et al., there are several steps to use Memrise application to increase students' vocabulary mastery as follows:³⁸

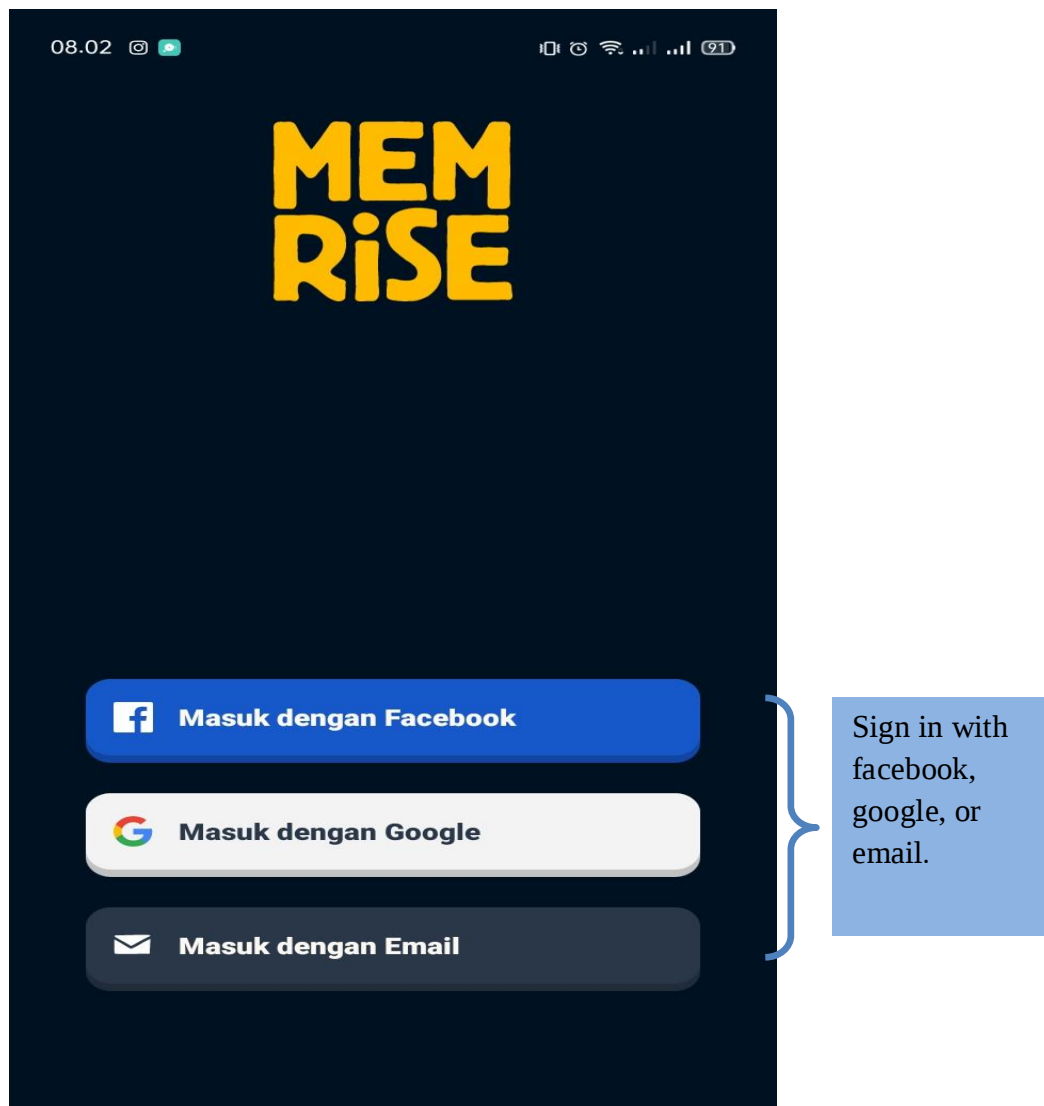
- 1) Students download the application on play store or application store in their mobile phone.



Picture 2. 1 Memrise application

³⁸Santi Setiyaningsih and Kokom Nurjanah, "Implementasi Aplikasi Memrise Dalam Penguasaan Kosa Kata Bahasa Inggris," *Jurnal Rekayasa Aplikasi, Multimedia Dan Sistem Informasi (Reklamasi)* Vol. 2, no. 2 (2023): hlm. 1-4.

2) Students create an account or sign in with facebook, google or email account.



Picture 2.2 Sign in to start the lesson

3) Before starting a lesson, students choose the lesson by selecting a level.



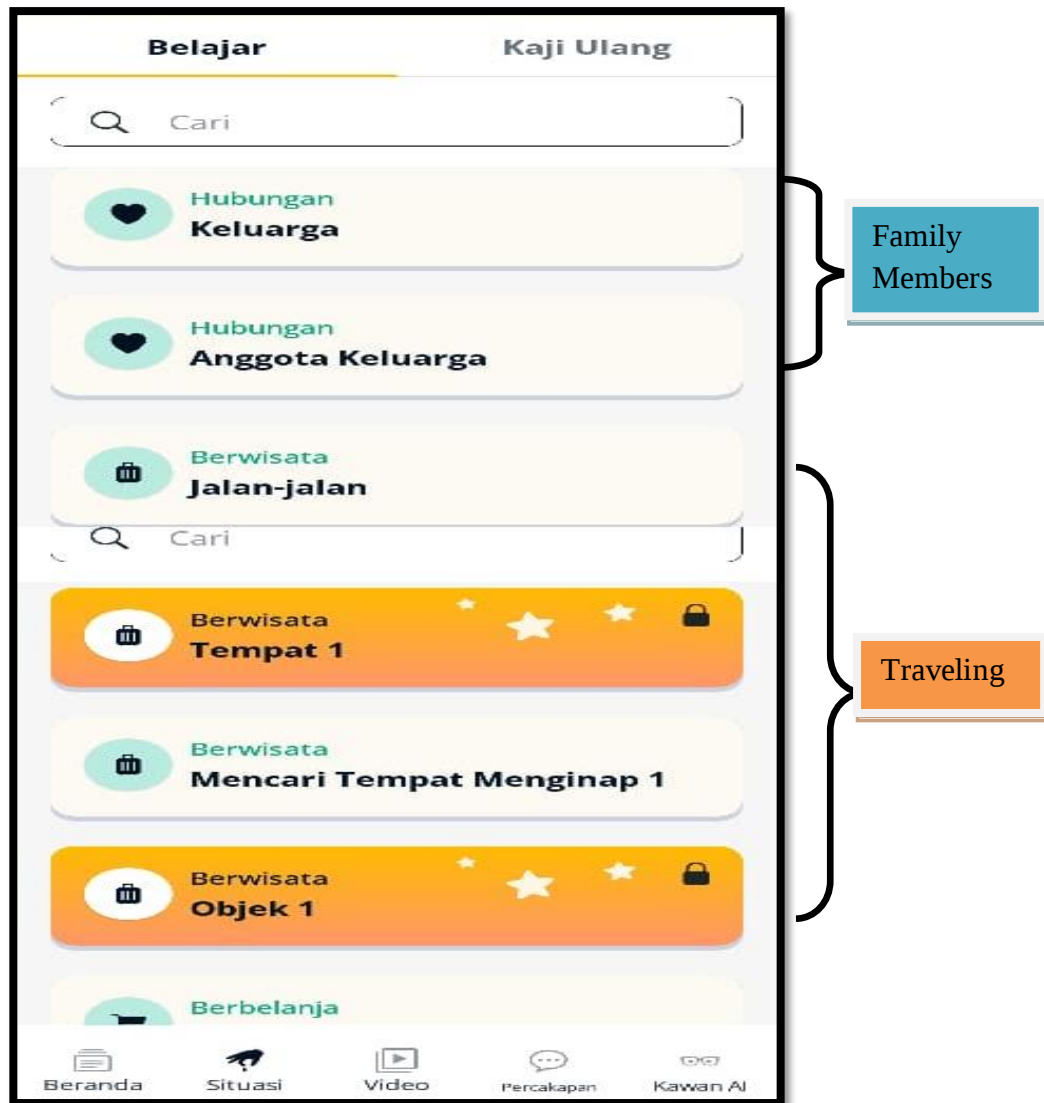
Picture 2.3 The learner level

- 4) Students set a study schedule so that push notifications appear as a reminder.



Picture 2.4 Study reminder

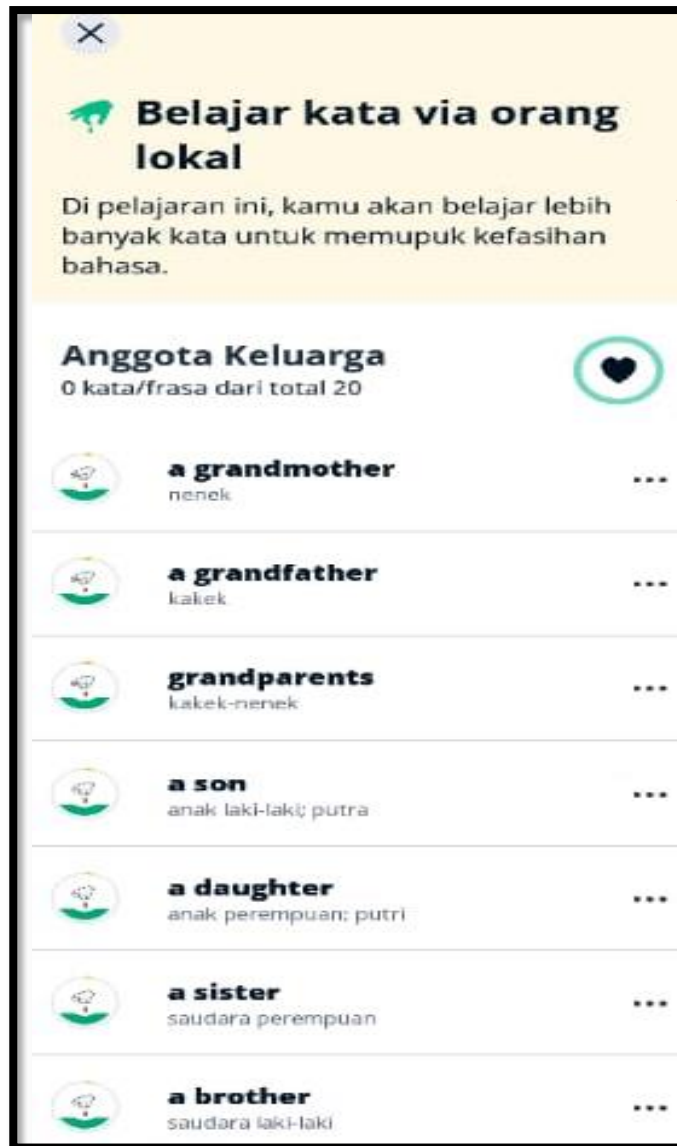
5) If the menu bar appears, students select the topic they want to study.



Picture 2.5 List of Topics

6) The menu bar will show vocabulary list, then students click “Mulai belajar”

to start the lesson.

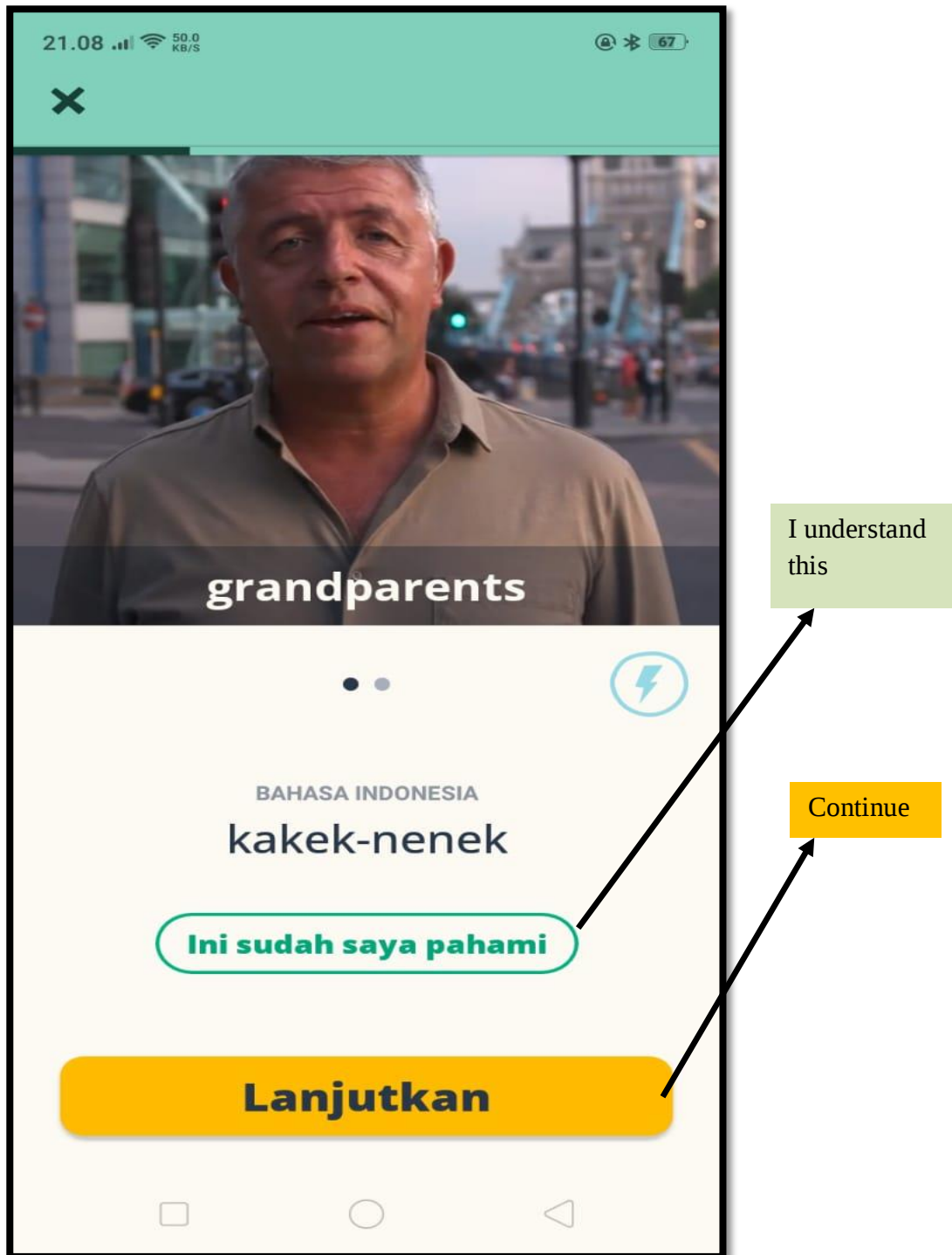


Learn words from native speaker

In this lesson you will learn more words to develop language fluency.

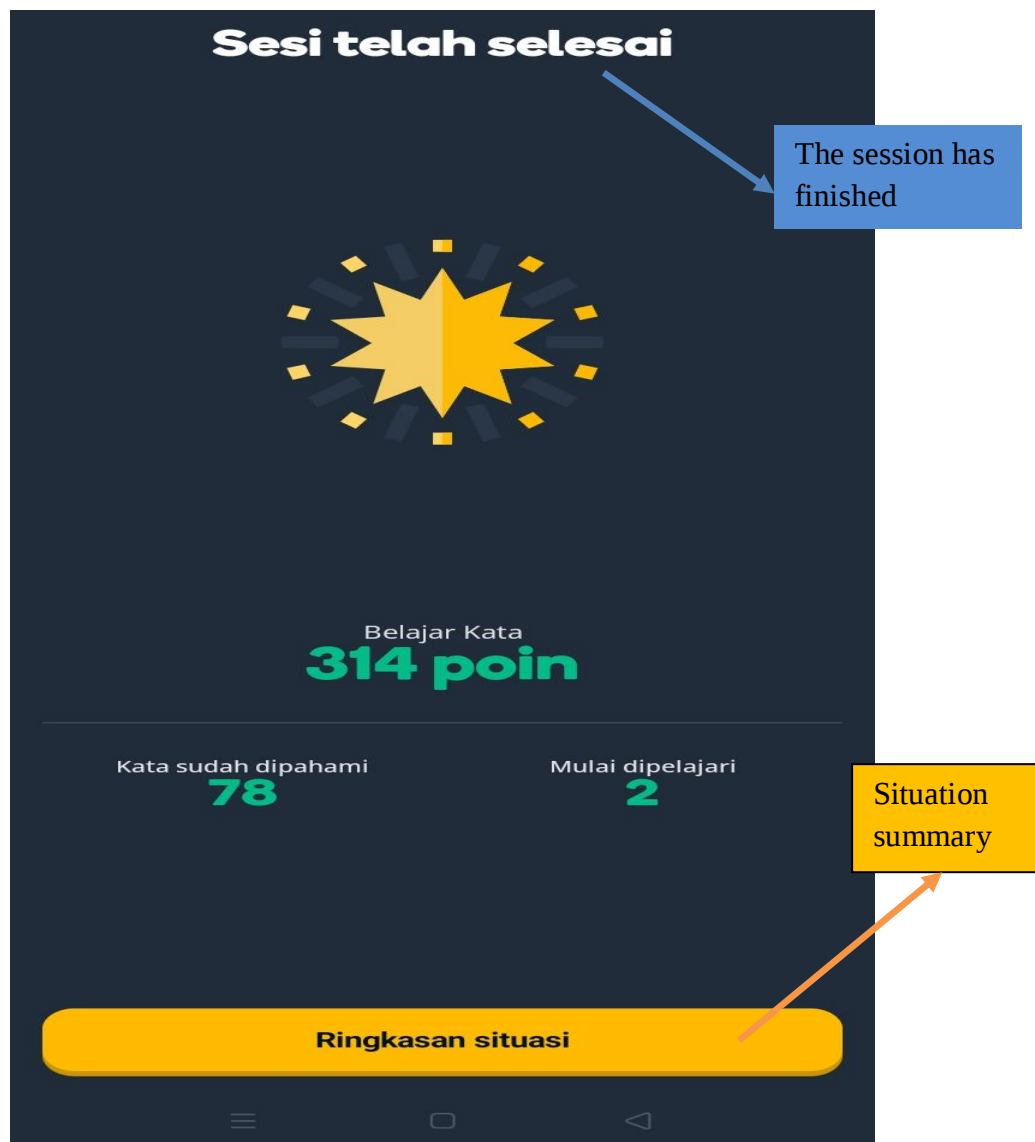
Picture 2.6 List of Vocabulary

- 7) When studying the lesson, a video will appear showing native speakers pronouncing the words and there is also a typing and multiple choice test.



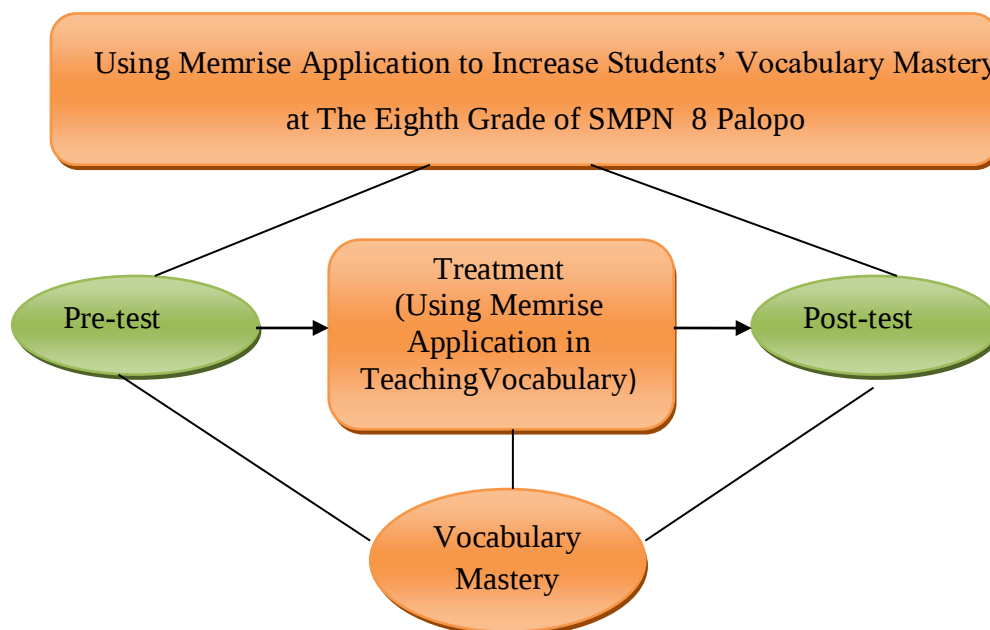
Picture 2.7 The lesson from native speaker

- 8) After learning is complete the students point obtained will appear and also show the vocabulary that had been learned.



Picture 2.8 Points earned after studying

C. Conceptual Framework



Picture 2.9 Conceptual Framework

The pretest was given at the beginning as an initial test to determine students' ability to master vocabulary before treatment using the Memrise application. The pretest consisted of 20 multiple choice questions designed to measure students' understanding of the meaning and usage of the vocabulary.

After the pretest, students followed the treatment for six meetings by using Memrise application as the learning media. Each meeting focused on one vocabulary topic, where students learned independently with teacher guidance using the app.

After the treatment was completed, students were given a post-test that had similar format and materials as the pretest to measure the improvement of their vocabulary mastery. By comparing the results of the pretest and post-test, this

study aims to determine the extent to which the use of Memrise Application can significantly improve students' vocabulary mastery.

D. The Hypothesis of the Research

The research hypothesis developed using the conceptual framework described above.

1. Null Hypothesis (H_0): Memrise application was not effective to increase students' vocabulary mastery at the eighth grade of SMPN 8 Palopo.
2. Alternative Hypothesis (H_1): Memrise application was effective to increase students' vocabulary mastery at the eighth grade of SMPN 8 Palopo.

Acceptable criteria of hypothesis:

$H_0 > H_1$: null hypothesis was rejected.

$H_0 < H_1$: null hypothesis was received.

CHAPTER III

METHODOLOGY

A. Research Design

This research used a quantitative approach with pre-experimental design. This study employed a pre-experimental design (one group pre-test and post-test design). According to Sugiyono (2022) one group pre-test and post-test design is a research design that provides a pre-test before treatment then after treatment will be given a post-test.³⁹ One group was used in this design for the pre-test (O₁), treatment (X), and post-test (O₂).

This study's pre-experimental design compares the outcomes following and before treatment. The researcher compared only the pre-test and post-test results, where the first test took before using Memrise application and the second test took after using Memrise application. It aimed to know whether there was a significant before and after using Memrise application and to find out whether or not using Memrise application can increase students' vocabulary mastery.

According Creswell (2018), design one group pretest and post-test includes a pretest measure followed by a treatment and a post-test for a single group. The research model design is as follows:⁴⁰

³⁹Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R & D*, 5th ed. (Bandung: Alfabeta, CV, 2022).

⁴⁰John W. Creswell and J. David Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, SAGE, Fifth (Los Angeles: Library of Congress Cataloging, 2018), <https://doi.org/10.4324/9780429469237-3>.

Table 3.1 Pre Experimental Design

Pre- Test	Treatment	Post-Test
O ₁	X	O ₂

Where:

O₁ : pre-tests'score (before doing the treatment)

X : treatment (Memrise application as the media)

O₂ : post-tests' score (after giving the treatment)

B. Location and Time

This research conducted at SMPN 8 Palopo which in Jl. Dr. Ratulangi No. 66 Palopo, Balandai, District. Bara, Palopo City, South Sulawesi. The research time arranged on 20 February until 20 March 2025.

C. Population and Sample

Population is a generalization area consisting of objects or subjects that have certain qualities and characteristics set by researchers to study and then draw conclusions. The population in this study was all the eighth grade students of SMPN 8 Palopo.

Table 3.2 Number of Eighth Grade Students at SMPN 8 Palopo

No	Group Name	Grade Level	Number of Students		
			Male	Female	Total
1.	Class VIII.1	8	16	12	28
2.	Class VIII.2	8	13	12	25
3.	Class VIII.3	8	15	14	29
4.	Class VIII.4	8	9	18	27
5.	Class VIII.5	8	13	14	27
6.	Class VIII.6	8	17	12	29
7.	Class VIII.7	8	14	14	28
TOTAL STUDENTS					196

The sample is part of the number and characteristics of the population. The sample used in this study was 29 students of VIII. 3 class consisting of 15 female students and 14 male students.

Tabel 3.3Students' Number of Class VIII.3

Class	Number of Students		
	Male	Female	Total
VIII.3	14	15	29

D. Research Instrument

The research instruments used in this study were observation, tests, and documentation. Observation were conducted by observing students' learning motivation during treatment using the Memrise application in vocabulary learning for 6 meetings at the eighth grade of SMPN 8 Palopo. According to Satapathy (2023), observation is the method employed by researchers to obtain live data using their senses of observation in controlled or naturalistic circumstances where events occur.⁴¹ The researcher as an observer can act covertly or overtly depending on the requirements of the research. The instruments used during the observations were photo and video recordings. The test was vocabulary test contain pre-test and post-test. It was conducted twice, test before treatment and test after treatment. Capili and Anastasi (2024), state that the effect of the treatment is concluded from the difference in pre-test and post-test results.⁴² Documentation in the form of videos and photos during the research.

⁴¹Smritirekha Satapathy, "Observation as a Tool for Collecting Data," *International Journal of Multidisciplinary Educational Research* 8, no. 5(10 (2023): 152.

⁴²Bernadette Capili and Joyce K. Anastasi, "An Introduction to Types of Quasi-Experimental Designs," *American Journal of Nursing* 124, no. 11 (2024): 50–52, <https://doi.org/10.1097/01.NAJ.0001081740.74815.20>.

D. The Procedure of Data Collection

The researcher used pre-test, treatment, and post-test to collect data. The methods for collecting data are as follows:

1. Pre-Test

The pre-test gave to the students in class VIII 3 at SMPN 8 Palopo. It aimed to measure students' vocabulary mastery before treatment using Memrise application. The test was a vocabulary test in the form of multiple choice consist of 20 questions.

2. Treatment

After giving the test to the students, the researcher organized the treatment using Memrise application in six meetings. Students received the treatment in the classroom through the following steps:

The first meeting was conducted on Thursday, 6 February 2025. The researcher entered the class VIII.3 at 08.50-10.10 am. The researcher greeted the students, prayed together, then checking attendance list. Then the researcher told the activities that will be carried out. The researcher introduced herself and provides information about the objectives. In this first meeting the researcher gave a post test containing 20 numbers of multiplechoice questions. This aimed to determine students' vocabulary mastery before doing the treatment using the Memrise application.

The second meeting was conducted on Friday, 7 February 2025. The researcher explained to the students about the Memrise application then asked the students to download the application on their cell phones then log in using their

facebook or google accounts then taught the students how to use it. Then the researcher asked the students to choose the topic to be studied. In this first treatment the topic was family member.

Firstly, the researcher wrote the vocabulary related to family on the board then asked the students to mention if there was vocabulary that they knew. Then, the students studied the topic using the Memrise application. Students follow the steps for using the application, such as reading vocabulary or phrases in English, understanding the meaning of words, listening to vocabulary, rewriting words, taking multiple-choice tests, typing tests, and pronunciation tests. After students learn the material using the Memrise application, the researcher distributes handouts containing conversations about family. Students are asked to pair up and work together to complete the conversation. Then they take turns coming forward to the front of the class to practice the conversation. At the end of the lesson the researcher reviews the material that has been learned by asking students one by one about their understanding of the topic.

The third meeting was conducted on Thursday, 13 February 2025. In this meeting focused on the introduction of body parts. Through pictures and audio pronunciations in the app, students can understand and memorize vocabulary more easily. Learning is also complemented by game activities such as “Simon Says” to reinforce students' memory in a fun and interactive way.

The fourth meeting was conducted on Friday, 14 February 2025. In this meeting students were introduced to different types of jobs. The Memrise application provides pronunciation practice, recognition through pictures, and

usage in simple sentences. Then, the teacher invited students to discuss about their parents' occupations, and asks students about their dreams using the vocabulary they have learned.

The fifth meeting was conducted on Thursday, 20 February 2025. In this meeting the topic about transportation. After students learn the material using the Memrise application. The researcher asked students to get into groups and provides a word search handout. They work together to find vocabulary related to transportation and find the meaning of the word. At the end of the lesson the researcher reviews the material by asking questions related to transportation.

The sixth meeting was conducted on Friday, 28 February 2025. The researcher gives a clue and then students were asked to guess the material to be learned. The researcher gives a clue and then students were asked to guess the material to be learned. This aimed to attract students' interest so that they are more enthusiastic to participate in learning. The researcher explains the learning objectives and then writes down vocabulary related to topic asking and giving directions. After that the researcher asked students in pairs to make dialogues about asking and giving directions and practice in front of the class.

The seventh meeting was conducted on Friday, 14 March 2025. Students were asked to practice having conversations with the ai feature available on the Memrise application. Then, they were asked to tell their experiences while traveling. This aimed to train them to be more confident speaking English in real situations.

The eighth grade meeting was conducted on Thursday, 20 March 2025. This was the last meeting. The researcher gave post test to the students. The test consisted of 20 questions multiple choice. Students answered the questions according to their understanding. This test aimed to find out whether the treatment using the Memrise application has an impact or not.

3. Post Test

The post test gave at the end of the study. The test was a vocabulary test in the form of multiple choice consist of 20 questions. It aimed to measure students' vocabulary mastery after treatment using the Memrise application.

E. The Technique of Data Analysis

The data collected through pre-test and post-test, the following procedure was used:

1. Scoring the students' answer

$$\text{Score} = \frac{\text{Students Correct Answer}}{\text{The Total Number of Item}} \times 100$$

2. Classifying the score into five levels classification is as follow:

The data of the table below showed the score five levels classification.

Table 3.4Five Levels Classification

No	Score	Classification
1.	81-100	Very Good
2.	66-80	Good
3.	56-65	Fair
4.	41-55	Poor
5.	< 40	Very poor

3. Calculating the rate percentage of the students score:

$$P = \frac{F}{N} \times 100 \%$$

Where:

P = Percentage

F = Frequency

N = Total number of sample

4. Finding out the mean score used the following formula:

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

Where:

X = Mean

$\sum$ = Total Score

N = The total number of students

5. Analyzing the T-Test use Microsoft Excel

According to Kumar (2023) the t-test two-sample assuming equal variances test calculates the mean, variance, observations, pooling variance, and hypothesized mean difference before determining the key one and two tails to study.⁴³ The researcher analyzing t-test to compare the mean results of pre-test and post-test score. It aimed to determine whether there is a significant difference between the mean score of the students pre-test and post-test.

⁴³M Dinesh Kumar, "A Study on Importance of Microsoft Excel Data Analysis Statistical Tools in Research Works" 1 (2023): 76–83, <https://doi.org/10.5281/zenodo.10449150>.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

This chapter has two parts, namely research findings and research discussion. Research findings contain the results obtained in the implementation of research while the discussion contained data that had processed. In this chapter, the discussion focuses on the research results related to the use of Memrise application to increase students' vocabulary mastery at the eighth grade of SMPN 8 Palopo. Based on the research question explained in the previous chapter, namely does the use of Memrise application can increase students' vocabulary mastery at the eighth grade of SMPN 8 Palopo, this chapter presented the findings obtained during the implementation of the research.

1. The student's score in pre-test

Pre-test was given before doing the treatment using Memrise application. The objective was to find out students' vocabulary mastery at the eighth grade of SMPN 8 Palopo. It was conducted on Tuesday, February 6th, 2025.

Table 4.1 Students Pre-test Score

No	Students	Correct Answer	Score
1	S1	15	75
2	S2	4	20
3	S3	13	65
4	S4	14	70
5	S5	13	65
6	S6	11	55
7	S7	12	60
8	S8	6	30
9	S9	13	65
10	S10	11	55
11	S11	12	60
12	S12	7	35
13	S13	4	20
14	S14	15	75
15	S15	5	25
16	S16	14	70
17	S17	10	50
18	S18	6	30
19	S19	6	30
20	S20	5	25
21	S21	12	60
22	S22	4	20
23	S23	12	60
24	S24	4	20
25	S25	12	60
26	S26	10	50
27	S27	13	65
28	S28	8	40
29	S29	12	60
TOTAL		283	1415
MEAN		9.76	48.79
MAX		15	75
MIN		4	20

Tabel 4.1 showed that the students pre-test score. The minimum score was 20, the maximum score was 75 and the mean score was 48,79 in poor categories. There were many students got a poor score it means that students' vocabulary mastery before using Memrise application in low category.

2. The student's score in post-test

Post-test was given after doing the treatment using Memrise application. It aimed to find out the difference after using Memrise application to increase students' vocabulary mastery. The data was presented in the following:

Table 4.2 Students Post-test Score

No	Students	Correct Answer Post-Test	Score
1	S1	20	100
2	S2	10	50
3	S3	18	90
4	S4	20	100
5	S5	20	100
6	S6	18	90
7	S7	17	85
8	S8	11	55
9	S9	18	90
10	S10	16	80
11	S11	15	75
12	S12	12	60
13	S13	10	50
14	S14	19	95
15	S15	11	55
16	S16	19	95
17	S17	15	75
18	S18	11	55
19	S19	10	50
20	S20	10	50
21	S21	16	80
22	S22	10	50
23	S23	17	85
24	S24	10	50
25	S25	14	70
26	S26	15	75
27	S27	18	90
28	S28	13	65
29	S29	17	85
TOTAL		430	2150
MEAN		14.83	74.14
MAX		20	100
MIN		10	50

Tabel. 4.2 contained the students' post-test score after giving the treatment. The data showed that the maximum score was 100, the minimum score

was 50 and the mean score was 74.14 in good categories. The data showed that there is no more students got a very poor score it means that there was a difference of the students score after using Memrise application in teaching vocabulary.

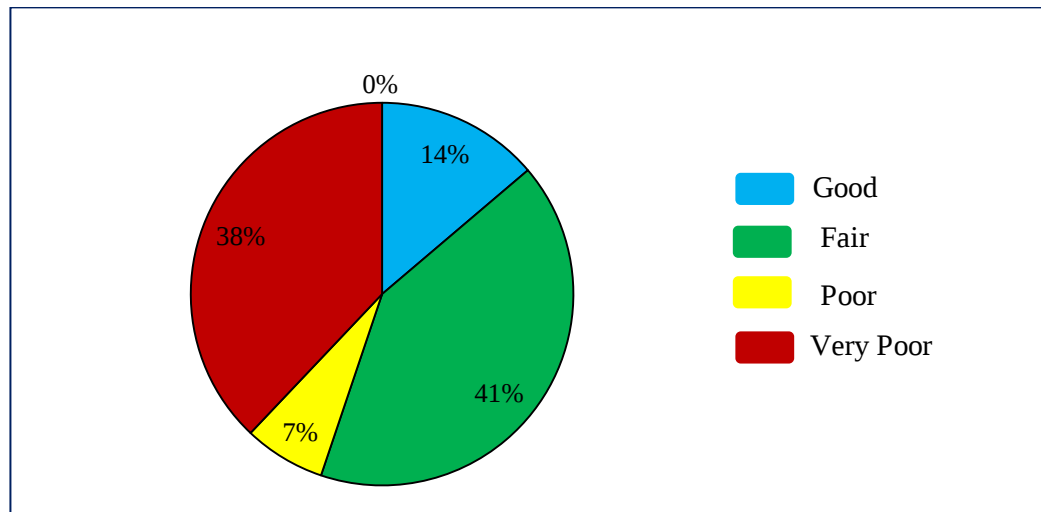
The classification of the students' pre-test and post-test presented in the table below:

Tabel 4.3 The Classification of Students Score

No.	Classification	Score	Frequency	
			Pre-Test	Post-Test
1	Very Good	81-100	0	12
2	Good	66-80	4	6
3	Fair	56-65	12	2
4	Poor	41-55	2	9
5	Very Poor	<40	11	0
TOTAL			29	29

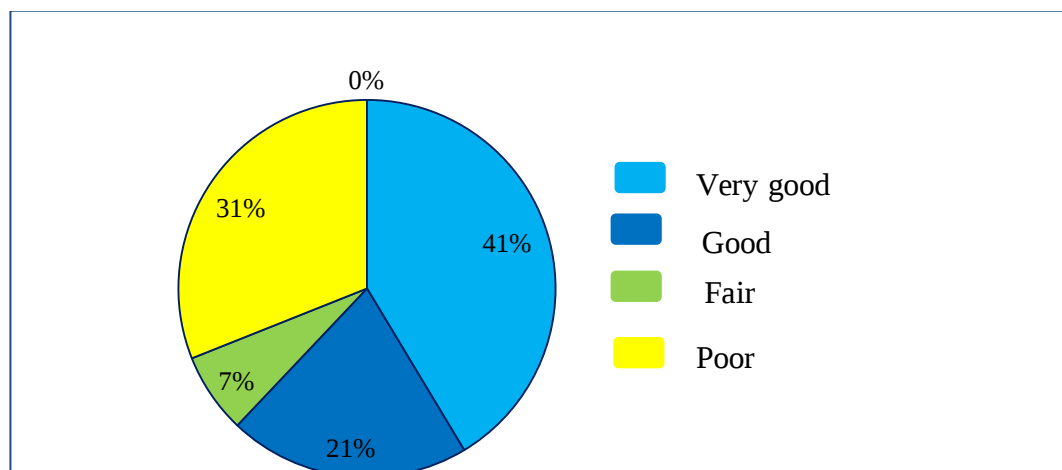
The data of the table above showed the classification of the students score of pre-test and pos-test. In the pre-test, there was 11 students got very poor score, 2 students got poor score, 4 students got good score and there was no student got a very good score. In the post-test, no more student got a very poor score, 9 students got poor score, 2 students got fair score and 12 students got a very good score.

The rate presentage of the students pre-test and post-test can be seen clearly on the pie chart below:



Picture 4.1 The Rate Percentage of Students Pre-test

The pie chart showed the students pre-test in the rate percentage. It showed that there was 38% in very poor categories, 7% in poor categories, 41% in fair categories, 14% in good categories, 0% in very good categories.



Picture 4.2 The Rate Percentage of Students Post-test

The pie chart showed the rate percentage of the students' post-test. There was 41% in the very good categories, 21% in the good categories, 7% in the fair categories, 31% in the poor categories and 0% in the very poor categories. From the data it can be seen there was a significant difference of the students score in pre-test and the students score in post-test.

3. The Mean Score and Standard Deviation of the Students' Pre-test and Post-test

Tabel 4.4 Descriptive Statistic Pre-test and Post-test Score

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	29	20	75	48,79	18,83
Post-Test	29	50	100	74,14	17,89

Tabel 4.4 showed that there was a difference between the mean score of pre-test and post-test. The mean score of pre-test is 48.79 and the mean score of post-test is 74.14. Therefore, the score of post-test was higher than pre-test. It means that there was improvement after giving a treatment by using Memrise application in teaching vocabulary. The standard deviation of pre-test was higher than the standard deviation of post-test. It indicated that before doing the treatment students' abilities varied greatly but after doing the treatment the students' abilities became more similar.

4. Analyzing Hypotesis using Microsoft Excel

Table 4.5 The Result of T-test Analysis

t-Test: Two-Sample Assuming Equal Variances		
	<i>Pre-test</i>	<i>Post-test</i>
Mean	48.79310345	74.13793103
Variance	354.7413793	328.6945813
Observations	29	29
Pooled Variance	341.7179803	
Hypothesized Mean Difference	0	
Df	56	
t Stat	-5.220828	
P(T<=t) one-tail	0.000001	P-Value
t Critical one-tail	1.672522	
P(T<=t) two-tail	0.000003	
t Critical two-tail	2.003241	
Terima HI jika P-Value < alpha		Terima HI

Based on the t-test analysis using Microsoft excel, It showed that t value = -5.2, df = 56, p-value = 0.01 and the significance value (α) = 0.05. From the results of the t-test, it was found that p value < α (0.01 < 0.05), p-value was lower than the significance value therefore HI accepted and Ho rejected. It means that Memrise application was effective to increase students' vocabulary mastery at the eighth grade of SMPN 8 Palopo.

B. Discussion

Before doing the treatment the researcher gave pre-test to the students. The researcher found that students still lack of vocabulary. Therefore, the researcher did the treatment for six meetings. Where in this meeting the researcher explained directly the vocabulary of each topic after that the researcher lead the

students to learned vocabulary using Memrise application and asked the students to make a conversation using the vocabulary that have learned. In the last meeting the researcher gave post-test to the students and the researcher found that there were significant difference of the students score in test after doing the treatment.

By looking at the pre test finding, from the data provided in classification table, the result showed the students percentage of pre-test and post-test. The students score in pre-test showed that, the students got a very poor score was 11 students (38%), the students got a poor score was 2 students (11%), the students got a fair score was 12 students (41%), the students got a good score was 4 students (14 %) and there was no student got a very good score (0%). The result of post-test showed that, the students got very good score was 12 students (41%), the students got good score was 6 students (21%), the students got fair score was 2 students (7%), the students got a poor score was 9 students (31%), there was no students got a very poor score (0%).

Based on the pre-test results, the most students were in the low score category, namely very poor (38%) and poor (11%), with only a few students scoring good (14%) and none reaching the very good category (0%). This shows that before using Memrise application in teaching, students' vocabulary mastery was low. However, after the post-test, there was a significant improvement. Students who reached the very good category increased to 12 students (41%), and the good category to 6 students (21%). In addition, there were no more students who scored very poorly, and the number of students who scored poorly decreased.

This indicates a positive shift from the low category to the higher category in vocabulary mastery.

To know the improvement of students' vocabulary mastery through Memrise application, the researcher calculated the mean score of students' pre-test and post-test. The result of data analysis showed that, the mean score of the students' pre-test was 48.79, while the mean score of the post-test increased to 74.14. This increase shows a significant progress in vocabulary mastery after students use Memrise application as a learning media. In addition, the standard deviation on the pre-test was 18.83 and decreased to 17.89 on the post-test, which indicates that the distribution of students' scores became more even after the treatment was given.

Based on the t-test analysis using Microsoft excel, showed that t value = - 5.2, df = 56, p-value = 0.01 and the significance value (α) = 0.05. From the results of the t-test, it was found that p value < α ($0.01 < 0.05$), p-value was lower than the significance value therefore H_1 was accepted and H_0 was rejected. It means that Memrise application was effective to increase students' vocabulary mastery at the eightgrade of SMPN 8 Palopo.

The comparison of pre-test and post-test results showed that the learning intervention succeeded in improving mastery of the material on most topics, with the highest achievements on concrete topics. As Zuniati et al (2023), in their research conclude that there was a significant difference in the test scores obtained

by students before and after using the Memrise application.⁴⁴Not only increased vocabulary test scores but increased students' vocabulary mastery. Students are also more interested in learning with the interactive and fun features of the Memrise application.

The improvement of vocabulary mastery through the use of Memrise application can be clearly seen in several topics given during the treatment. On the topic of part of body, students initially only recognized basic vocabulary such as head, hand, and foot, but after using Memrise application, they began to master more specific vocabulary such as elbow, ankle, and shoulder, and were able to use them in conversation, for example when explaining physical conditions in role-play activities. The topic of family, students' vocabulary developed from basic words such as mother and father to more complex ones such as aunt, uncle, cousin, and nephew, which were then used in introduction activities or describing the family tree orally in front of the class.

Meanwhile, in the topic of transportation, students not only recognize the words car and bus, but also expand their vocabulary to subway, motorbike, and ferry, and are able to use them in simulated conversations about travel routes or ticket reservations. In the topic of job, vocabulary such as teacher and doctor expands to engineer, chef, and scientist, which students can use in dialogs about family members' dreams or professions. In the topic of asking and giving

⁴⁴Ramadhanti Dian Zuniati, Tarcisia Sri Suwanti, and Ajeng Setyorini, *The Use of Memrise Application To Improve Students' Vocabulary Mastery At The Eighth Grade of Junior High School* ., 2023, III.

directions, students showed improvement from using single words such as left and right to more complex sentences or phrases such as next to the post office or across from the bank, which were practiced in paired conversations in class. In the topic of traveling, students developed vocabulary from ticket and airport to reservation, boarding pass, and luggage, and used them in the context of conversations about traveling experiences.

Memrise application has various advantages that support the significant improvement of students' vocabulary mastery. One of the excellent features of this application is the implementation of spaced repetition which allows regular repetition of words in a certain time interval, thus helping students remember vocabulary in the long term. As Sucidwi et al (2023), said that the Memrise application was well received and effective in facilitating independent learning of English vocabulary. So, students can learn independently not only at school but also at home, the material that has been learned can be reviewed again with the repetition feature.⁴⁵ Memrise provides materials enriched with audio and video from native speakers, allowing students to listen to the correct pronunciation and understand the context in which the word is used. With this approach, students not only memorize words, but also learn how to use the words in natural conversations. Beside that, gamification that makes the learning process more fun and motivates students to keep learning, Memrise provides a well-rounded and effective learning experience.

⁴⁵Henny Rahmawati Evita Suci Dwi Nurani, Dzul Fikri, 'English Students' Perceptions of The Use of Memrise Application in Learning English Vocabulary Independently', *Jurnal Penelitian, Pendidikan, Dan Pembelajaran*, 18.18 (2023).

Based on the result of the pre-test and post-test scores, there was an increase in participants' understanding on all topics taught. The topics “Family” and “Part of Body” showed the most significant improvement. This indicates that participants have a better understanding of vocabulary related to concrete and familiar things in daily life. The topics of “Transportation” and “Job” also improved quite well. Participants seem to be able to identify and use vocabulary in both topics more appropriately after the learning process. Meanwhile, the improvement on the topics of “Asking and Giving Direction” and “Traveling” tended to be more moderate. This is due to the complexity of the language used, such as longer sentence structures, the use of prepositions, and situational contexts that require further understanding. There was positive progress compared to the pre-test results.

Using interactive media and effective strategies used by researchers during treatment increases students' motivation to participate in the learning process. Nuralizah and Kareviati (2020), state that using Memrise application in learning process motivated students to happier in learning English and it was help them memorized words easily.⁴⁶ The use of Memrise application is in line with the technology-based learning approach in accordance with the current education curriculum. the application of this application in language learning can enrich students' learning experience and prepare them to face the challenges of globalization. Memrise application not only provides a positive impact on student

⁴⁶Ai Siti Nuralisah and Evie Kareviati, ‘The Effectiveness of Using Memrise Application in Teaching Vocabulary’, *Professional Journal of English Education*, 3.4 (2020), pp. 496.

learning outcomes but also provides an effective solution for teachers in supporting learning activities so that educational goals can be achieved and improve the quality of education better. In order to achieve learning objectives, Andriani, K., et al., (2022), contend that instructional media can be used to convey the message and to hold students' interest and attention during learning activities.⁴⁷ Using media will increase students' enthusiasm in learning activities and allow teachers to convey information more clearly and concisely than they could if they just used conservative delivery methods.

Memrise application is one of the effective media that can be used by English teachers in teaching vocabulary. In the current technological era, teachers must be able to manage interesting learning with media support, teachers no longer need to use traditional methods such as asking students to memorize and look up translations in dictionaries because this will make students easily bored and not enthusiastic about learning. Teachers should use the Memrise application, it offers various English learning features designed to improve students' vocabulary acquisition in an interactive and fun way. The main features available include learning videos by native speakers, scheduled repetition, diverse learning modes such as typing tests, multiple choice, listening skills and pronunciation, as well as offline learning modes and learning statistics.

Beside that the Memrise application provides topics that are suitable for junior high school level. Memrise application with various features that allow

⁴⁷Kiki Andriani, Ardiana, and Firman, 'Teaching Media in Efl Classrooms: What Are They and Why Select Them', *Journal of Language Testing and Assessment*, 2.1 (2022), pp. 87–97, doi:10.56983/jlta.v2i1.214.

students to be more interested in learning. Memrise application provides a comprehensive, interactive and customized approach to language learning. In addition to increasing students' vocabulary, Memrise application can also improve pronunciation, listening skills, speaking with the conversation feature can make students more confident speaking in real situations.

However, this study has several limitations that need to be considered including time limitations, this research was carried out in a limited period of time so as to limit the implementation of treatment. Then the limitations of generalization, because this research was only conducted at SMPN 8 Palopo with a limited sample, namely only one class, allowing the research results to not be fully generalized to a wider population such as other schools with different student characteristics. Furthermore, limitations in the use of applications, limited internet access and devices owned by students, some students have cellphones but cannot access the internet, this research is also limited to basic features that are available for free. Premium features that may be more effective cannot be accessed.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Considering the result of data analysis and the discussion in the previous chapter the finding showed that using Memrise application can increase students vocabulary mastery. This study aimed to find out whether or not the use of Memrise application increase students vocabulary mastery. This research conducted SMPN 8 Palopo. The focus of this study was on the eighth grade students. The population comprised 194 students from seven classes, while the sample consisted of 29 students from class VIII 3. This research employed a pre-experimental method, one group pre-test and post test which consisted of three stages, a pre-test, a treatment, and a post-test.

The findings of the pre-test provided that students' vocabulary mastery before being given the treatment was still in the low category. After the researcher gave the treatment of vocabulary learning using Memrise application for 6 meetings. Which is vocabulary focused on the topic such us, family, part of body, job, transportation, asking and giving direction, and traveling. Also, support by direct method and cooperative learning method using by the researcher. Student vocabulary mastery increased, they pronounced the words well and they know how to use the words in the sentence.

The post test results showed a significant difference of the students' score. It means that Memrise application contributes positively in improving students' vocabulary mastery and their motivation. The students more interest to join in the classroom, they also memorize vocabulary more easily and happy in the learning process. Based on the previous study other researcher found that teaching vocabulary by using Memrise application has significant good effect towards students' vocabulary mastery at the eighth grade students of MTs Mathla'ul Anwar Malingping, Lebak, the students gave positive responses about Memrise.

Based on the T-test analysis, the result showed that H_0 rejected and H_a accepted. It means that Memrise application was effective to increase students' vocabulary mastery. According to previous studies, another researcher discovered that the Memrise application was effective for students' vocabulary mastery. The vocabulary scores of first-grade children at MTs PAB 1 Helvetia different significantly before and after being taught using Memrise application.

Therefore, it was concluded that using Memrise application was effective to increase students' vocabulary mastery at the eighth grade students of SMPN 8 Palopo. Technology-based learning media such as Memrise can be an interesting and interactive alternative to improve student learning outcomes, especially in the aspect of English vocabulary.

B. Suggestion

Based on the conclusion of this study the researcher gave suggestions as follows:

1. Teachers

Teachers can utilize the Memrise application as a medium to support the teaching process and increase students' vocabulary mastery. However, teachers must also apply effective teaching methods and implement strategies to manage students' smartphone use during the learning process.

2. Students

Students can use the Memrise application as a tool to support their English learning, especially in improving their vocabulary mastery. To do this effectively, they should have an Android smartphone and a stable internet connection.

.3. Other researchers

Other researcher will use this study as a reference for their research in the future. The next researcher is suggested to conduct further research with a wider scope, both in terms of the number of participants and the duration of application use. In addition, research can be developed by comparing the effectiveness of Memrise with other learning apps, or examining its effect on other language skills.

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Appendix 1 Instrument Validation Sheet

SURAT KETERANGAN VALIDASI

Yang bertandatangan dibawah ini:

Nama : Fadhliyah R. Muin, S.Pd.I., M.Pd
Jabatan/Pekerjaan : Asisten Ahli
Instansi Asal : IAIN Palopo

Menyatakan bahwa Instrumen Penelitian dengan judul:

Using Memrise Application to Increase Students' Vocabulary Mastery At the Eight Grade of SMPN 8 Palopo

darimahasiswa:

Nama : Cinta Lembang
Program Studi : Pendidikan Bahasa Inggris
NIM : 2102020034

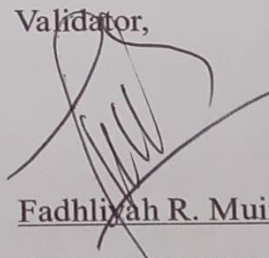
(sudah siap/belum siap) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

..... Instrument memadai untuk digunakan pada
..... Penelitian
.....

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 10 Januari 2025

Validator,



Fadhliyah R. Muin, S.Pd.I., M.Pd.

NIDN: 2001018701

KUESIONER EVALUASI UNTUK AHLI MATERI

A. Data Responden

Nama : Fadhliah Rahmah Mun, S.Pd., M.Pd.
 Umur :
 Jenis Kelamin :
 Pendidikan : ☐ S1 ☒ S2 ☐ S3 ☐ Professor
 Pengalaman Mengajar : ☐ 0-2 Tahun ☐ 2-4 tahun ☐ 4-6 tahun ☒ ≤ 6 tahun

B. Table Evaluasi

Isilah tabel berikut dengan memberikan tanda centang pada kolom yang disediakan.

Keterangan Poin Validitas:

5 Sangat Sesuai 2 Kurang Sesuai
 4 Sesuai 1 Tidak Sesuai
 3 Ragu-Ragu

No	Pernyataan	5	4	3	2	1
A. Konten						
1.	Cakupan isi materi dalam Aplikasi Memrise (English-Indonesian) sesuai dengan kebutuhan siswa SMPN 8 Palopo.		✓			
2.	Kedalaman fokus vocabulary dalam Aplikasi Memrise (English-Indonesian) untuk siswa di SMPN 8 Palopo sudah memadai.	✓				
3.	Keaslian vocabulary dalam Aplikasi Memrise (English-Indonesian) untuk siswa di SMPN 8 Palopo sudah memadai.		✓			
Rangkuman Kualitatif:						
B. Input						
4.	Input vocabulary dalam Aplikasi Memrise (English-Indonesian) membantu meningkatkan kemampuan Bahasa Inggris siswa SMPN 8 Palopo.	✓				
5.	Input vocabulary dalam Aplikasi Memrise (English-Indonesian)		✓			

	yang baik dan benar.					
B	Butir-butir kuesioner dirumuskan dalam Bahasa Inggris yang efektif.				✓	
C	Butir-butir kuesioner dirumuskan dalam Bahasa Inggris yang efisien.				✓	
D	Butir-butir kuesioner dirumuskan dalam Bahasa yang mudah dipahami sesuai Tingkat kemampuan berbahasa responden.					✓

C. Komentar

.....
 instrument memadai!

D. Saran

.....

E. Kesimpulan

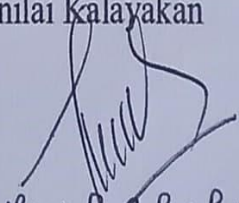
Instrument kuesioner ini (lingkari salah satu pilihan) :

1. Tidak dapat digunakan
- ② Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut

.....

Palopo, 14 Januari 2025

Penilai Kalayakan


 Fadhiyati Rahmah Muin, S.Pd., M.Pd.

KUESIONER EVALUASI UNTUK AHLI MATERI

A. Data Responden

Nama : Fadhlilah Rahmah Mun, S.Pd.I., M.Pd.
 Umur :
 Jenis Kelamin :
 Pendidikan : ☐ S1 ☒ S2 ☐ S3 ☐ Professor
 Pengalaman Mengajar : ☐ 0-2 Tahun ☐ 2-4 tahun ☐ 4-6 tahun ☒ ≤ 6 tahun

B. Table Evaluasi

Isilah tabel berikut dengan memberikan tanda centang pada kolom yang disediakan.

Keterangan Poin Validitas:

5 Sangat Sesuai 2 Kurang Sesuai
 4 Sesuai 1 Tidak Sesuai
 3 Ragu-Ragu

No	Pernyataan	5	4	3	2	1
A. Konten						
1.	Cakupan isi materi dalam Aplikasi Memrise (English-Indonesian) sesuai dengan kebutuhan siswa SMPN 8 Palopo.		✓			
2.	Kedalaman fokus vocabulary dalam Aplikasi Memrise (English-Indonesian) untuk siswa di SMPN 8 Palopo sudah memadai.	✓				
3.	Keaslian vocabulary dalam Aplikasi Memrise (English-Indonesian) untuk siswa di SMPN 8 Palopo sudah memadai.		✓			
Rangkuman Kualitatif:						
B. Input						
4.	Input vocabulary dalam Aplikasi Memrise (English-Indonesian) membantu meningkatkan kemampuan Bahasa Inggris siswa SMPN 8 Palopo.	✓				
5.	Input vocabulary dalam Aplikasi Memrise (English-Indonesian)		✓			

	sesuai dengan kemampuan siswa di SMPN 8 Palopo.					
6.	Input vocabulary dalam Aplikasi Memrise (English-Indonesian) sudah menarik.	✓				
7.	Input vocabulary dalam Aplikasi Memrise sesuai dengan kemampuan berbahasa siswa SMPN 8 Palopo.		✓			
8.	Input vocabulary dalam Aplikasi Memrise (English-Indonesian) telah mencakup struktur bahasa yang benar.		✓			
9.	Pilihan vocabulary sesuai dengan karakteristik siswa.		✓			
10.	Input vocabulary dalam Aplikasi Memrise (English-Indonesian) dapat menambah wawasan siswa SMPN 8 Palopo.	✓				
Rangkuman Kualitatif :						

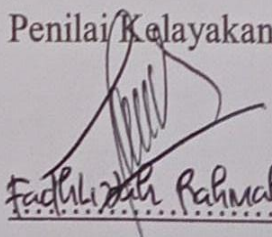
C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap Aplikasi Memrise yang digunakan:

- Layak
- Layak dengan perbaikan
- Tidak layak

Palopo, 14 Januari 2025.....

Penilai/Kelayakan


Fadhlizah Rahmah Mun, S.Pd., M.Pd.

KUESIONER EVALUASI UNTUK AHLI BAHASA

A. Data Responden

Nama : *Devil Ismayanti, S.S., M. Hum.*

Umur :

Jenis Kelamin : *Percempuan*

Pendidikan : ☐ S1 ☐ S2 ☐ S3 ☐ Professor

Pengalaman Mengajar : ☐ 0-2 tahun ☐ 2-4 tahun ☐ 4-6 tahun ☐ ≥ 6 tahun

B. Table Evaluasi

Isilah table berikut dengan memberikan tanda centang (✓) pada kolom yang disediakan.

Keterangan Poin Validitas :

5 : Sangat Sesuai

2 : Kurang Sesuai

4 : Sesuai

1 : Tidak Sesuai

3 : Ragu-ragu

No	Pernyataan	5	4	3	2	1
Bahasa						
1.	Vocabulary yang ada dalam aplikasi Memrise (English-Indonesian) sudah sesuai.	✓				
2.	Vocabulary yang disajikan aplikasi Memrise (English-Indonesian) sesuai dengan tingkatan perkembangan kognitif siswa.	✓				
3.	Vocabulary yang disajikan mudah dipahami.	✓				
4.	Keseluruhan vocabulary sesuai dengan kemampuan siswa.	✓				
Rangkuman Kualitatif :		<i>20</i>				

Appendix 2 Research Permit Certificate

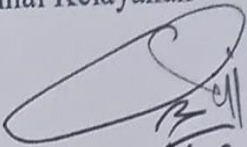
C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap Aplikasi Memrise (English – Indonesian) yang digunakan:

- a. Layak
- b. Layak dengan perbaikan
- c. Tidak layak

Palopo, 19 Januari 2025

Penilai Kelayakan


Devi Imanjanti, S.S., M. Hum.

Appendix 3 Certificate of Completion Research



PEMERINTAH KOTA PALOPO DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl. K. H. M. Hasyim, No. 5, Kota Palopo, Kode Pos: 91921
Telp/Fax. : (0471) 326048, Email : dpmtspplp@palopokota.go.id, Website : <http://dpmtsp.palopokota.go.id>

SURAT KETERANGAN PENELITIAN

NOMOR : 500.16.7.2/2025.0056/IP/DPMPTSP

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 2008 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Wali Kota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Wali Kota Palopo Nomor 31 Tahun 2023 tentang Pelimpahan Kewenangan Perizinan dan Nonperizinan Yang Diberikan Wali Kota Palopo Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : CINTA LEMBANG
Jenis Kelamin : P
Alamat : Perum. Permata Bukit Murante Blok C13 Kota Palopo
Pekerjaan : Mahasiswa
NIM : 2102020034

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

USING MEMRISE APPLICATION TO INCREASE STUDENTS VOCABULARY MASTERY AT THE EIGHTH GRADE OF SMPN 8 PALOPO

Lokasi Penelitian : SMP Negeri 8 Palopo
Lamanya Penelitian : 20 Januari 2025 s.d. 20 Maret 2025

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor kepada Wali Kota Palopo cq. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Keterangan Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 20 Januari 2025



Ditandatangani secara elektronik oleh :
Kepala DPMTSP Kota Palopo
SYAMSURIADI NUR, S.STP
Pangkat : Pembina IV/a
NIP : 19850211 200312 1 002

Tembusan, Kepada Yth.:

1. Wali Kota Palopo;
2. Dandim 1403 SWG;
3. Kapolres Palopo;
4. Kepala Badan Kesbang Prov. Sul-Sel;
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo;
6. Kepala Badan Kesbang Kota Palopo;
7. Instansi terkait tempat dilaksanakan penelitian.





PEMERINTAH KOTA PALOPO
DINAS PENDIDIKAN
SEKOLAH MENENGAH PERTAMA NEGERI 8 PALOPO
Alamat : Jl. Dr. Ratulangi No. 66 Balandi Palopo ☎ (0471) 22921



SURAT KETERANGAN PENELITIAN

Nomor: 400.3.5/032/SMPN8

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Pertama Negeri 8 Palopo, dengan ini menerangkan bahwa:

Nama	: CINTA LEMBAK
NIM	: 2102020034
Jenis Kelamin	: Perempuan
Pekerjaan	: Mahasiswa
Program Studi	: Pendidikan Bahasa Inggris
Alamat	: Perum. Permata Bukit Murante

Adalah benar telah melaksanakan penelitian di Sekolah Menengah Pertama Negeri 8 Palopo pada tanggal 20 Januari 2025 sd 20 Maret 2025, untuk kepentingan penulisan skripsi dengan judul *"USING MEMRISE APPLICATION TO INCREASE STUDENTS VOCABULARY MASTERY AT THE EIGHTH GRADE OF SMPN 8 PALOPO"*.

Demikian Surat Keterangan ini kami berikan untuk dapat dipergunakan sebagaimana mestinya.



Palopo, 26 Februari 2025

Kepala Sekolah,

PERUM SATRIA, S.Pd., M.M
NIP. 19670616 199503 1 007

Appendix 4 Research Data

The Students' Score of Pre-test and Post-test

NO	STUDENTS	PRE-TESTS' SCORE	POST-TESTS' SCORE
1	S1	75	100
2	S2	20	50
3	S3	65	90
4	S4	70	100
5	S5	65	100
6	S6	55	90
7	S7	60	85
8	S8	30	55
9	S9	65	90
10	S10	55	80
11	S11	60	75
12	S12	35	60
13	S13	20	50
14	S14	75	95
15	S15	25	55
16	S16	70	95
17	S17	50	75
18	S18	30	55
19	S19	30	50
20	S20	25	50
21	S21	60	80
22	S22	20	50
23	S23	60	85
24	S24	20	50
25	S25	60	70
26	S26	50	75
27	S27	65	90
28	S28	40	65
29	S29	60	85
	TOTAL	1415	2150
	MEAN	48.79	74.14
	MAX	75	100
	MIN	20	50

Appendix 5 Research Instrument

Pre-test and Post-test Question

A. Instruksi

- Mulailah dengan membaca doa
- Tulis nama dan Class Anda pada lembar jawaban yang telah disediakan
- Bacalah dengan seksama sebelum menjawab pertanyaan
- Kerjakan terlebih dahulu soal yang dianggap mudah
- Periksa kembali jawaban Anda sebelum dikumpulkan

B. Pertanyaan

- Pertanyaan berupa pilihan ganda
- Pilihlah jawaban yang benar dengan melingkari (O) a, b, c, dan d untuk jawaban yang benar

Nama :.....

Class :.....



1. What picture is it.....

(Gambar apakah itu.....)

- A. A grandmother
- B. A grandfather
- C. A boy
- D. A girl

2. What do you call your uncle's son?

(Apa sebutan anak dari pamanmu?)

- A. Sister
- B. Mother
- C. Daughter
- D. Cousin

3. Your brother's son is....

(Anak laki-laki kakakmu adalah...)

- A. Nephew
- B. Niece
- C. Cousin
- D. Sibling

4. Which of the following is a part of the body?

(Manakah dari berikut ini yang merupakan bagian dari tubuh?)

- A. Soldier
- B. Shoulder
- C. Sailor
- D. Teacher

5. Which part of your body do you use to walk?

(Bagian tubuh manakah yang kamu gunakan untuk berjalan?)

- A. Stomach
- B. Feet
- C. Hand
- D. Mouth



6. What part of the body is it?

(Bagian tubuh apakah itu?)

- A. Finger
- B. Eye
- C. Ear
- D. Hair

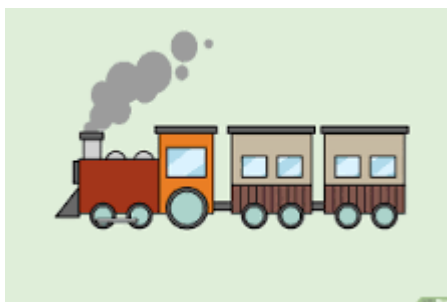
7. Someone who works in hospital is called...

(Seseorang yang bekerja di rumah sakit dinamakan....)

- A. Teacher
- B. Farmer
- C. Doctor
- D. Chef



8. What job does the picture show?
(Pekerjaan apa yang ditunjukkan gambar tersebut?)
- A. A teacher
 - B. A doctor
 - C. A chef
 - D. A farmer
9. Someone who cooks food in a restaurant called.....
(Seseorang yang memasak makan di restoran dinamakan....)
- A. Teacher
 - B. Waiter
 - C. Doctor
 - D. Chef
10. Which transportation is used on roads?
(Transportasi manakah yang digunakan di jalan raya?)
- A. Airplane
 - B. Ship
 - C. Car
 - D. Helicopter



11. What transportation is it?
(Transportasi apakah itu?)
- A. a plane
 - B. a helicopter
 - C. a bus
 - D. a train

12. We use ato travel over water.

(Kita menggunakan.....untuk bepergian diatas air.)

- A. Car
- B. Truck
- C. Boat
- D. Train

13. The fastest way to travel long distances is by...

(Cara tercepat untuk bepergian jarak jauh yaitu dengan...)

- A. Car
- B. Motorcycle
- C. Bus
- D. Plane

14. Vehicle often used for exercise is a...

(Kendaraan yang sering digunakan untuk berolahraga adalah...)

- A. Motorcycle
- B. Car
- C. Bicycle
- D. Bus



15. What does the sign mean?

(Apa arti tanda tersebut?)

- A. Turn left
- B. Turn right
- C. Go straight
- D. Stop



16. What does the sign mean?

(Apa arti tanda tersebut?)

- A. Traffic lights
- B. Zebra cross
- C. T-junction
- D. Go ahead

17. A building where you stay overnight during a trip is called...

(Bangunan tempat anda bermalam selama perjalanan disebut...)

- A. Beach
- B. Mountain
- C. River
- D. Hotel

18. What is the name of a document needed for international travel?

(Apa nama dokumen yang diperlukan untuk perjalanan internasional?)

- A. Book
- B. Passport
- C. Paper
- D. Route

19. The place where you can get on and off a train is called?

(Tempat di mana Anda bisa naik dan turun kereta disebut?)

- A. Airport
- B. Bus station
- C. Train station
- D. Parking lot

20. The bag you carry your belongings in when traveling is called...

(Tas yang kamu gunakan untuk membawa barang bawaan saat bepergian disebut...)

- A. Suitcase
- B. Luggage
- C. Departure
- D. Adventure

The Key Answer of Pre-test and Post-test Question

1. B
2. D
3. A
4. B
5. B
6. C
7. C
8. A
9. D
10. C
11. D
12. C
13. D
14. C
15. A
16. A
17. D
18. B
19. C
20. A

Appendix 6 Lesson Plan



LESSONPLAN SMPN 8 PALOPO TAHUN PELAJARAN 2025

CLASS/SEMESTER	The Eight Grade/ II
TOPIC	Family
OBJECTIVES	✓ The students will be able to state the member of family in English. ✓ The students will be able to pronounce the state of family's member in English. ✓ The students will be able to make a conversation of the topic.
VOCABULARY	Grandfather, Grandmother, Father, Mother, Brother, Sister, Niece, Nephew, Aunt, Uncle, Etc.
MATERIALS	Whiteboard, Marker, Laptop, LCD, Etc.
METHOD	Direct and Cooperative Learning Method
TIME	2 x 45 Minutes
ASSESSMENT	Written Test Performance

Present: Get SS ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction
- Assalamualaikum warahmatullahi wabarakatuh. - Pray - Checking Attendance List - Attention Grab - Presentation - Teacher will explain the learning objective. - Teacher will introduce to the students the vocabulary of family. - Teacher will lead the students to use the Memrise application. - Students will learn vocabulary of family using Memrise application.	T-SS

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction
- The teacher will share question card handouts containing the activities. - The teacher will ask the students to discuss the answer of the question. - The teacher will ask the students in pair to have a dialog in front of the class.	S-TT

Produce: Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction
1. The teacher will review the material that has been explained. 2. The teacher will make Q&A session to check students understanding of the vocabulary and ask them to practice using it in sentences.	T-SS

***S: Student, T : Teacher**

***STT : Student talking time**

***TTT : Teacher talking time**

Palopo, January 20th 2025,

Cinta Lembang
NIM. 2102020034



LESSONPLAN
SMPN 8 PALOPO
TAHUN PELAJARAN 2025

CLASS/SEMESTER	The Grade/II
TOPIC	Part of Body
OBJECTIVES	✓ The students will be able to state part of body in English. ✓ The students will be able to pronounce part of body in English. ✓ The students will be able to use the vocabulary in sentence.
VOCABULARY	Head, Eye, Ear, Hand, Nose, Finger, Foot, Hair, Etc.
MATERIALS	Whiteboard, Marker, Laptop, LCD, Etc.
METHOD	Total Phisycal Response and Cooperative Learning Method
TIME	2 x 45 Minutes
ASSESSMENT	Written Test Performance

Present: Get S ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction
• Assalamualaikum warahmatullahi wabarakatuh. • Pray	T-SS

• Checking Attendance List • AttentionGrab • Presentation 1. Teacher will explain the learning objective. 2. Teacher will introduce to the students the vocabulary of part of body. 3. Teacher will lead the students to use the Memrise application. 4. The teacher will ask the students to point their own body parts to check their understanding, for example, “Touch your nose!” or “Where is your hand?”	
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Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction
1. The teacher will share question card handouts containing the activities. 2. The teacher will ask the students to discuss the answer of the question. 3. The teacher will ask the students in pair to have a dialog in front of the class.	S-TT

Produce: Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction
1. The teacher will review the material that has been explained. 2. The teacher will ask the students some reflective questions to measure their understanding such as “ what part of the body do you use to see? ” or what do you use for walking?”	T-SS

***S: Student, T : Teacher**

***STT : Student talking time**

***TTT : Teacher talking time**

Palopo, January 20th 2025,

Cinta Lembang
NIM. 2102020034



LESSONPLAN
SMPN 8 PALOPO
TAHUN PELAJARAN 2025

CLASS/SEMESTER	The Grade/II
TOPIC	Transportation
OBJECTIVES	✓ The students will be able to state various types of transportation in English. ✓ The students will be able to pronounce transportation in English. ✓ The students will be able to use the vocabulary of transportation in sentence.
VOCABULARY	bus, bike, train, plane, cab, boat, airport, motorbike, bus stop, Etc.
MATERIALS	Whiteboard, Marker, Laptop, LCD, Etc.
METHOD	Direct and Cooperative Learning Method
TIME	2x 45 Minutes
ASSESSMENT	Written Test Performance

Present: Get SS ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction
- Assalamualaikum warahmatullahi wabarakatuh. - Pray - Checking Attendance List - Attention Grab - Presentation - Teacher will explain the learning objective. - Teacher will explain the topic to the students. - Teacher will lead the students to use the Memrise application. - Students will learn the vocabulary using Memrise application.	T-SS

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction
- The teacher will share question card handouts containing the activities. - The teacher will ask the students to discuss the answer of the question. - The teacher will ask the students in pair to have a dialog in front of the class.	S-TT

Produce: Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction
1. The teacher will review the material that has been explained. 2. The teacher will make Q&A session to check students understanding of the vocabulary and ask them to practice using it in sentences.	T-SS

***S: Student, T : Teacher**

***STT : Student talking time**

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Palopo, January 20th 2025,

Cinta Lembang
NIM. 2102020034



LESSONPLAN
SMPN 8 PALOPO
TAHUN PELAJARAN 2025

CLASS/SEMESTER	The Eighth Grade/II
TOPIC	Job
OBJECTIVES	✓ The students will be able to state various types of job in English. ✓ The students will be able to pronounce various types of job in English. ✓ The students will be able to make sentences related to various types of job.
VOCABULARY	Secretary, Manager, Police, Writer, Translator, Journalist, Teacher, Doctor, Engineer, Etc.
MATERIALS	Whiteboard, Marker, Laptop, LCD, Etc.
METHOD	Direct and Cooperative Learning Method
TIME	2x 45 Minutes
ASSESMENT	Written Test Performance

Present: Get SS ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction
- Assalamualaikum warahmatullahi wabarakatuh. - Pray - Checking Attendance List - Attention Grab - Presentation - Teacher will explain the learning objective. - Teacher will explain key vocabulary of job to the students. - Teacher will lead the students to use the Memrise application. - Students will learn the vocabulary using Memrise application.	T-SS

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction
- The teacher will share question card handouts containing the activities. - The teacher will ask the students to discuss the answer of the question. - The teacher will ask the students in pair to have a dialog in front of the class.	S-TT

Produce: Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction
1. The teacher will review the material that has been explained. 2. The teacher will make Q&A session to check students understanding of the vocabulary and ask them to practice using it in sentences.	T-SS

***S: Student, T : Teacher**

***STT : Student talking time**

***TTT : Teacher talking time**

Palopo, January 20th 2025,

Cinta Lembang
NIM. 2102020034



LESSONPLAN
SMPN 8 PALOPO
TAHUN PELAJARAN 2025

CLASS/SEMESTER	The Eighth Grade/II
TOPIC	Asking and Giving Direction
OBJECTIVES	✓ The students will be able to know the vocabulary related to asking and giving direction in English. ✓ The students will be able to pronounce the vocabulary related to asking and giving direction. ✓ The students will be able to use common phrases related to asking and giving direction in English.
VOCABULARY	Left, Straight, Turn Left, Turn Right, Corner, Street, Building, On, Etc.
MATERIALS	Whiteboard, Marker, Laptop, LCD, Etc.
METHOD	Direct and Cooperative Learning Method
TIME	2 x 45 Minutes
ASSESMENT	Written Test Performance

Present: Get S ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction
- Assalamualaikum warahmatullahi wabarakatuh. - Pray - Checking Attendance List - Attention Grab - Presentation - Teacher will explain the learning objective. - Teacher will introduce key vocabulary of asking and giving direction to the students. - Teacher will lead the students to use the Memrise application. - Students will learn the vocabulary using Memrise application.	T-SS

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction
- The teacher will share question card handouts containing the activities. - The teacher will ask the students to discuss the answer of the question. - The teacher will ask the students in pair to have a dialog in front of the class.	S-TT

Produce: Production activities give students opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction
1. The teacher will review the material that has been explained. 2. The teacher will make Q&A session to check students understanding of the vocabulary and ask them to practice using it in sentences.	T-SS

***S: Student, T : Teacher**

***STT : Student talking time**

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Palopo, January 20th 2025,

Cinta Lembang
NIM. 2102020034



LESSONPLAN
SMPN 8 PALOPO
TAHUN PELAJARAN 2025

CLASS/SEMESTER	The Eighth Grade/II
TOPIC	Traveling
OBJECTIVES	✓ The students will be able to know the vocabulary related to traveling in English. ✓ The students will be able to pronounce the vocabulary related to traveling in English. ✓ The students will be able to make sentences related to traveling in English.
VOCABULARY	Passport, Ticket, Luggage, Suitcase, Visit, Visa, Place, Terminal, Airport, Travel, Etc.
MATERIALS	Whiteboard, Marker, Laptop, LCD, Etc.
METHOD	Direct and Cooperative Learning Method
TIME	2x 45 Minutes
ASSESSMENT	Written Test Performance

Present: Get SS ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction
• Assalamualaikum warahmatullahi wabarakatuh. • Pray • Checking Attendance List • AttentionGrab • Presentation 1. Teacher will explain the learning objective. 2. Teacher will introduce the topic by asking questions like: "What is your dream travel destination?" "Have you traveled to any interesting places?" 3. Teacher will lead the students to use the Memrise application. 4. Students will learn the vocabulary using Memrise application.	T-SS

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction
1. The teacher will share question card handouts containing the activities. 2. The teacher will ask the students to discuss the answer of the question. 3. The teacher will ask the students in pair to have a dialog in front of the class.	S-TT

Produce: Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction
1. The teacher will review the material that has been explained. 2. The teacher will make Q&A session to check students understanding of the vocabulary and ask them to practice using it in sentences.	T-SS

***S: Student, T : Teacher**

***STT : Student talking time**

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Palopo, January 20th 2025,

Cinta Lembang
NIM. 2102020034

Material

LIST OF WORDS USED DURING THE TREATMENT

MEETING 1

TOPIC : FAMILY

List of Vocabulary:

- | | |
|------------------|------------------------|
| • Father | : Ayah |
| • Mother | : Ibu |
| • Brother | : Saudara Laki- Laki |
| • Sister | : Saudara Perempuan |
| • Husband | : Suami |
| • Wife | : Istri |
| • Daughter | : Anak Perempuan |
| • Son | : Anak Laki-Laki |
| • Grand father | : Kakek |
| • Grand mother | : Nenek |
| • Grandson | : Cucu Laki- Laki |
| • Grand Daughter | : Cucu Perempuan |
| • Uncle | : Paman |
| • Aunt | : Bibi |
| • Cousin | : Sepupu |
| • Nephew | : Keponakan Laki- Laki |
| • Niece | : Keponakan Perempuan |

MEETING 2

TOPIC : PART OF BODY

List of Vocabulary:

- Head	: Kepala
- Cheek	: Pipi
- Chin	: Dagu
- Ears	: Telinga
- Eyebrows	: Alis
- Eyelash	: Bulu mata
- Eyelid	: Kelopakmata
- Eyes	: Mata
- Forehead	: Dahi
- Hair	: Rambut
- Lips	: Bibir
- Mouth	: Mulut
- Nose	: Hidung
- Teeth	: Gigi
- Tongue	: Lidah
- Body	: Tubuh
- Arms	: Lengan
- Buttocks	: Bokong
- Calf	: Betis
- Chest	: Dada
- Feet	: Kaki
- Finger	: Jari
- Hands	: Tangan
- Heel	: Tumit
- Hip	: Panggul
- Knee	: Lutut
- Shoulder	: Pundak
- Stomach	: Perut

MEETING 3

TOPIC : TRANSPORTATION

List of Vocabulary

- Car (mobil)
- Bicycle (sepeda)
- Motorcycle (sepeda motor)
- Train (kereta api)
- Bus (bus)
- Truck (truk)
- Rickshaw (becak)
- Boat (perahu)
- Ship (kapal)
- Speed boat (perahu motor cepat)
- Plane (pesawat)
- Helicopter (helikopter)
- Hot-Air Balloon (balon udara)
- Cable Car (Kereta Gantung)
- Subway (Kereta Bawah Tanah)

MEETING 4

TOPIC : JOB

List of Vocabulary:

Architect	= Arsitek
Artist	= Seniman
Astronaut	= Astronot
Athlete	= Atlet
Author	= Penulis
Chef	= Koki
Dentist	= Dokter gigi
Designer	= Desainer
Doctor	= Dokter
Engineer	= Insinyur
Entrepreneur	= Pengusaha
Firefighter	= Pemadamkebakaran
Flight attendant	= Pramugari
Hairdresser	= Penatarambut
Journalist	= Jurnalis
Judge	= Hakim
Lawyer	= Pengacara
Librarian	= Pustakawan
Musician	= Musisi
Nurse	= Perawat
Pilot	= Pilot
Police	= Polisi
Psychologist	= Psikolog
Scientist	= Ilmuwan
Secretary	= Sekretaris
Teacher	= Guru

MEETING 5

TOPIC: ASKING AND GIVING DIRECTION

List of Vocabulary:

• Straight : Lurus • Left : Kiri • Right : Kanan • Past : Lewat • Cross : Menyebrang • Between : Antara • Behind : Di belakang • Up : Atas • Down : Bawah • Front : Depan • Beside : Samping • Near : Dekat • Opposite / Across : Seberang • Roundabout : Bundaran • Sidewalk : Trotoar • Street : Jalan • Road : Jalanan • Corner : Pojok • Highway : Jalan raya • Crossroad : Perempatan • Junction : Persimpangan jalan • T-junction : Pertigaan • Traffic lights : Lampu lalu lintas	• Go straight -Lurus terus • Turn left – Belok kiri • Turn right – Belok kanan • Go past – Lewati • Go along – Telusuri • Around the corner – Setelah belokan / Di dekat sini (idiom) • Turn back / go back – Balik arah • Go down – Turun • Go over – Lewati (atas) • Go through – Lewati • Go up – Naiki • In front of – Di depan
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MEETING 6

TOPIC: TRAVELING

List of Vocabulary:

Country	: Negara
Visa	: Visa
Passport	: Paspor
Airport	: Bandara
Ticket	: Tiket
Luggage	: Bagasi
Suitcase	: Koper
Travel	: Bepergian
Boarding Pass:	Karcis naik pesawat
Visit	: Mengunjungi
View	: Pemandangan
Destination	: Tujuan
Sightseeing	: Wisata
Adventure	: Petualangan
Backpacker	: Pelancong ransel
Route	: Rute
Parking lot	: Tempat parkir
Arrivals	: Kedatangan
Departure	: Keberangkatan
Restaurant	: Restoran

Appendix 7 Documentation

Pre-test

A. Instruksi

- Mulailah dengan membaca doa
- Tulis nama dan Class Anda pada lembar jawaban yang telah disediakan
- Bacalah dengan seksama sebelum menjawab pertanyaan
- Kerjakan terlebih dahulu soal yang dianggap mudah
- Periksa kembali jawaban Anda sebelum dikumpulkan

B. Pertanyaan

- Pertanyaan berupa pilihan ganda
- Pilihlah jawaban yang benar dengan melingkari (O) a, b, c, dan d untuk jawaban yang benar

Nama : Rani
Class : VIII-3

7 Benar
13 Salah



1. What picture is it.....
(Gambar apakah itu.....)

- A. A grandmother
- B. A grandfather
- ☒ C. A boy
- D. A girl



2. What do you call your uncle's son?
(Apa sebutan anak dari pamanmu?)

- A. Sister
- B. Mother
- C. Daughter
- ☒ D. Cousin



3. Your brother's son is....
(Anak laki-laki kakakmu adalah...)
- A. Nephew
 - B. Niece
 - C. Cousin
 - ☒ D. Sibling

4. Which of the following is a part of the body?
(Manakah dari berikut ini yang merupakan bagian dari tubuh?)
- A. Soldier
 - B. Shoulder
 - ☒ C. Sailor
 - D. Teacher

5. Which part of your body do you use to walk?
(Bagian tubuh manakah yang kamu gunakan untuk berjalan?)
- A. Stomach
 - B. Feet
 - ☒ C. Hand
 - D. Mouth



6. What part of the body is it?
(Bagian tubuh apakah itu?)
- A. Finger
 - B. Eye
 - ☒ C. Ear
 - D. Hair

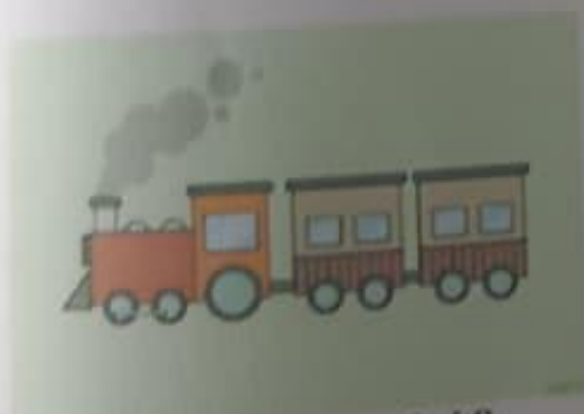
7. Someone who works in hospital is called...
(Seseorang yang bekerja di rumah sakit dinamakan....)
- A. Teacher
 - ☒ B. Farmer
 - C. Doctor
 - D. Chef



8. What job does the picture show?
(Pekerjaan apa yang ditunjukkan gambar tersebut?)
- ☒ A. A teacher
 - B. A doctor
 - C. A chef
 - D. A farmer

9. Someone who cooks food in a restaurant called.....
(Seseorang yang memasak makan di restoran dinamakan....)
- A. Teacher
 - ☒ B. Waiter
 - C. Doctor
 - D. Chef

10. Which transportation is used on roads?
(Transportasi manakah yang digunakan di jalan raya?)
- A. Airplane
 - ☒ B. Ship
 - C. Car
 - D. Helicopter



11. What transportation is it?
(Transportasi apakah itu?)

- A. a plane
- B. a helicopter
- C. a bus
- ☒ D. a train

12. We use ato travel over water.
(Kita menggunakan.....untuk bepergian diatas air.)

- ☒ A. Car
- B. Truck
- C. Boat
- D. Train

✓

13. The fastest way to travel long distances is by...
(Cara tercepat untuk bepergian jarak jauh yaitu dengan...)

- A. Car
- ☒ B. Motorcycle
- C. Bus
- D. Plane

✗

14. Vehicle often used for exercise is a...
(Kendaraan yang sering digunakan untuk berolahraga adalah...)

- ☒ A. Motorcycle
- B. Car
- C. Bicycle
- D. Bus

✗



15. What does the sign mean?
(Apa arti tanda tersebut?)

- ☒ A. Turn left
- B. Turn right
- C. Go straight
- D. Stop

✓



16. What does the sign mean?
(Apa arti tanda tersebut?)
☒ A. Traffic lights
B. Zebra cross
C. T-junction
D. Go ahead
17. A building where you stay overnight during a trip is called...
(Bangunan tempat anda bermalam selama perjalanan disebut...)
A. Beach
B. Mountain
C. River
☒ D. Hotel
18. What is the name of a document needed for international travel?
(Apa nama dokumen yang diperlukan untuk perjalanan internasional?)
☒ A. Book
B. Passport
C. Paper
D. Route
19. The place where you can get on and off a train is called?
(Tempat di mana Anda bisa naik dan turun kereta disebut?)
A. Airport
☒ B. Bus station
C. Train station
D. Parking lot
20. The bag you carry your belongings in when traveling is called...
(Tas yang kamu gunakan untuk membawa barang bawaan saat bepergian disebut...)
A. Suitcase
B. Luggage
C. Departure
☒ D. Adventure

Post-test

A. Instruksi

- Mulailah dengan membaca doa
- Tulis nama dan Class Anda pada lembar jawaban yang telah disediakan
- Bacalah dengan seksama sebelum menjawab pertanyaan
- Kerjakan terlebih dahulu soal yang dianggap mudah
- Periksa kembali jawaban Anda sebelum dikumpulkan

B. Pertanyaan

- Pertanyaan berupa pilihan ganda
- Pilihlah jawaban yang benar dengan melingkari (O) a, b, c, dan d untuk jawaban yang benar

Nama : Pari
Class : VII-3

16 Benar
9 Salah



1. What picture is it....
(Gambar apakah itu.....)

- A. A grandmother
- B. A grandfather
- ☒ C. A boy
- D. A girl



2. What do you call your uncle's son?
(Apa sebutan anak dari pamanmu?)

- A. Sister
- B. Mother
- C. Daughter
- ☒ D. Cousin



- ☒ A. Nephew
- B. Niece
- C. Cousin
- D. Sibling

4. Which of the following is a part of the body?
(Manakah dari berikut ini yang merupakan bagian dari tubuh?)

- A. Soldier
- ☒ B. Shoulder
- C. Sailor
- D. Teacher

5. Which part of your body do you use to walk?
(Bagian tubuh manakah yang kamu gunakan untuk berjalan?)

- A. Stomach
- ☒ B. Feet
- C. Hand
- D. Mouth



6. What part of the body is it?
(Bagian tubuh apakah itu?)

- A. Finger
- B. Eye
- ☒ C. Ear
- D. Hair

7. Someone who works in hospital is called...
(Seseorang yang bekerja di rumah sakit dinamakan....)

- A. Teacher
- B. Farmer
- ☒ C. Doctor
- D. Chef



8. What job does the picture show?
(Pekerjaan apa yang ditunjukkan gambar tersebut?)

- ☒ A. A teacher
- B. A doctor
- C. A chef
- D. A farmer



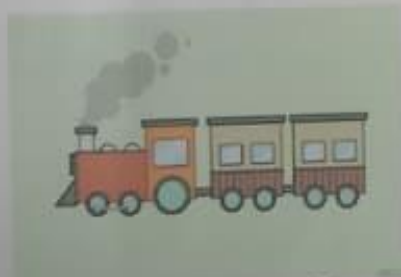
9. Someone who cooks food in a restaurant called.....
(Seseorang yang memasak makan di restoran dinamakan....)

- A. Teacher
- B. Waiter
- C. Doctor
- ☒ D. Chef



10. Which transportation is used on roads?
(Transportasi manakah yang digunakan di jalan raya?)

- A. Airplane
- B. Ship
- ☒ C. Car
- D. Helicopter



11. What transportation is it?
(Transportasi apakah itu?)

- A. a plane
- B. a helicopter
- C. a bus
- ☒ D. a train





16. What does the sign mean?

(Apa arti tanda tersebut?)

- ☒ A. Traffic lights
- B. Zebra cross
- C. T-junction
- D. Go ahead

✓

17. A building where you stay overnight during a trip is called...

(Bangunan tempat anda bermalam selama perjalanan disebut...)

- A. Beach
- B. Mountain
- C. River
- ☒ D. Hotel

✓

18. What is the name of a document needed for international travel?

(Apa nama dokumen yang diperlukan untuk perjalanan internasional?)

- ☒ A. Book
- B. Passport
- C. Paper
- D. Route

✗

19. The place where you can get on and off a train is called?

(Tempat di mana Anda bisa naik dan turun kereta disebut?)

- A. Airport
- B. Bus station
- ☒ C. Train station
- D. Parking lot

✓

20. The bag you carry your belongings in when traveling is called...

(Tas yang kamu gunakan untuk membawa barang bawaan saat bepergian disebut...)

- A. Suitcase
- B. Luggage
- C. Departure
- ☒ D. Adventure

✗

Nama : Haira anastasya / Cinka ayunda Palintin

Kelas :

CONVERSATION ABOUT PART OF BODY

A : Hi, Cinka!! I don't feel well today. My head hurts.

B : Why can your head hurt? Does your stomach
also feel painfull?

A : No, my stomach is fine. It's just my head and my throat. My throat feels sore.

B : Maybe you need to rest and take some medicine.

A : I think that's a good idea. And my eyes feel tired too, maybe because I've been staring
at my phone all day.

B : From now on, you should limit your time on your phone to make sure
you get enough rest and don't get exhausted again

A : Thanks for the advice, ~~Eira~~
Cinka! I'll try to take care of myself.

B : You're welcome, Haira. I hope your recover quickly
so you can get back to your activities.

Nama :

Kelas :

CONVERSATION ABOUT FAMILY

A : Hi, What's up? (Hai. Ada apa?)

B : *Oh, it's oky*

A : Would you like to tell me about your family? (Maukah kamu menceritakan padaku tentang keluargamu?)

B : *Of course, I have one brother and one sister, my father is a teacher and my mother is a house wife*

A : So I guess this is your mother? (Aku rasa ini foto ibumu?)

B : *Yes, that's a photo of my mother*

A : What about your father? (Bagaimana dengan ayahmu?)

B : *My father is a teacher and he is 42 years old*

A : How many siblings do you have? (Berapa saudara kandung yang kamu punya?)

B : *I have two siblings, and both of my siblings are still young. My mother said I look like both of my siblings*

A : Really? But I think you don't look alike. (Benarkah? Tapi menurutku kalian tidak mirip)

B : *Yes, to some people, we don't really look alike*

A : And where's he now? (Dan dia di mana sekarang?)

B : *My brother is at school and my sister is at home*

A : That's cool! (Keren!)

NAMA : Jhuan
KELAS : VIII.3

CONVERSATION ABOUT TRANSPORTATION

A : Hi.. Transportation! How do you usually get to school?

(Hi.. Transportasi! Biasanya kamu naik apa ke sekolah?)

B : Hi, I usually go to school by bicycle

A : Oh, that's nice. How long does it take to get to school by bicycle?

(Oh, itu bagus. Berapa lama waktu yang dibutuhkan untuk sampai ke sekolah dengan sepeda?)

B : maybe about 30 minutes

A : I see. I prefer riding my motorbike. It takes me only 15 to get there.

Saya mengerti. saya lebih suka naik motor. Saya hanya butuh 15 menit untuk sampai kesana.)

B : Really. It's definitely fun. it's not the same as a bicycle that has to pedaled to run

A : Not really. I enjoy riding my motorbike. Plus, it's good exercise!

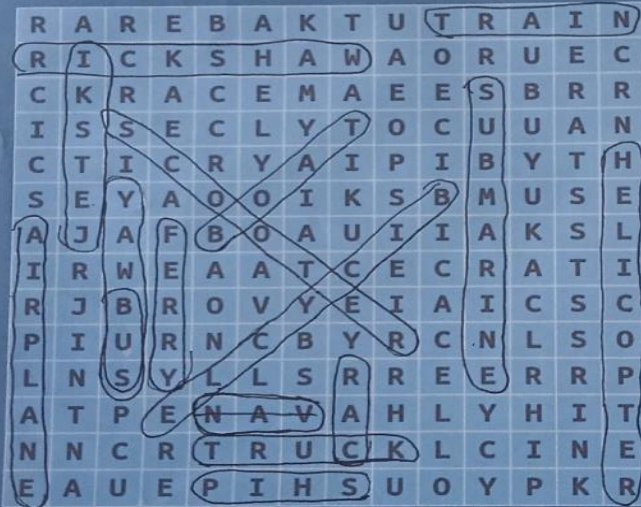
(Tidak begitu. Saya suka naik motor. Lagipula, itu latihan yang baik!)

B : really good

A : You should! It's fun and healthy.

The WordSearch.com

TRANSPORTATION



- BUS ✓
- SCOOTER ✓
- TRUCK ✓
- SUBMARINE ✓
- BOAT ✓
- RICKSHAW ✓
- FERRY ✓
- BICYCLE ✓
- SUBWAY ✓
- SHIP ✓
- TRAIN ✓
- CAR ✓
- JET SKI ✓
- HELICOPTER ✓
- AIRPLANE ✓
- VAN ✓

Dafa
Adam
Devon
Josua
Anugrah
Haikal
Fahri

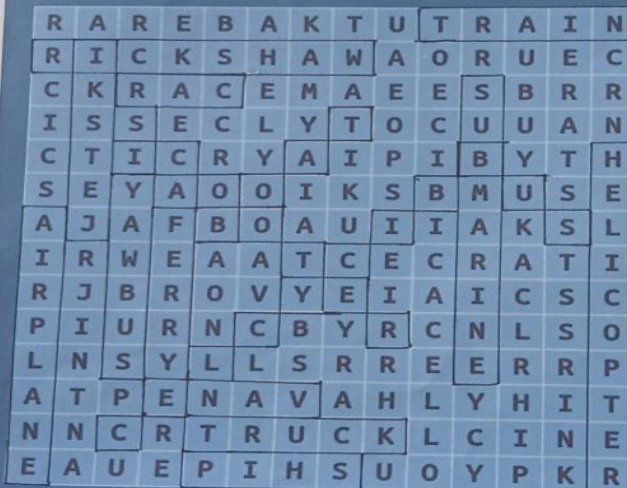
Play this puzzle online at : <https://thewordsearch.com/puzzle/8053986/>

kel. 2 :

1. CINKA
2. HAIRA
3. ALFATIR
4. IRWANSYAH
5. AUREL

The WordSearch.com

TRANSPORTATION



- BUS ✓
- SCOOTER ✓
- TRUCK ✓
- SUBMARINE ✓
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- RICKSHAW ✓
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- AIRPLANE ✓
- VAN ✓

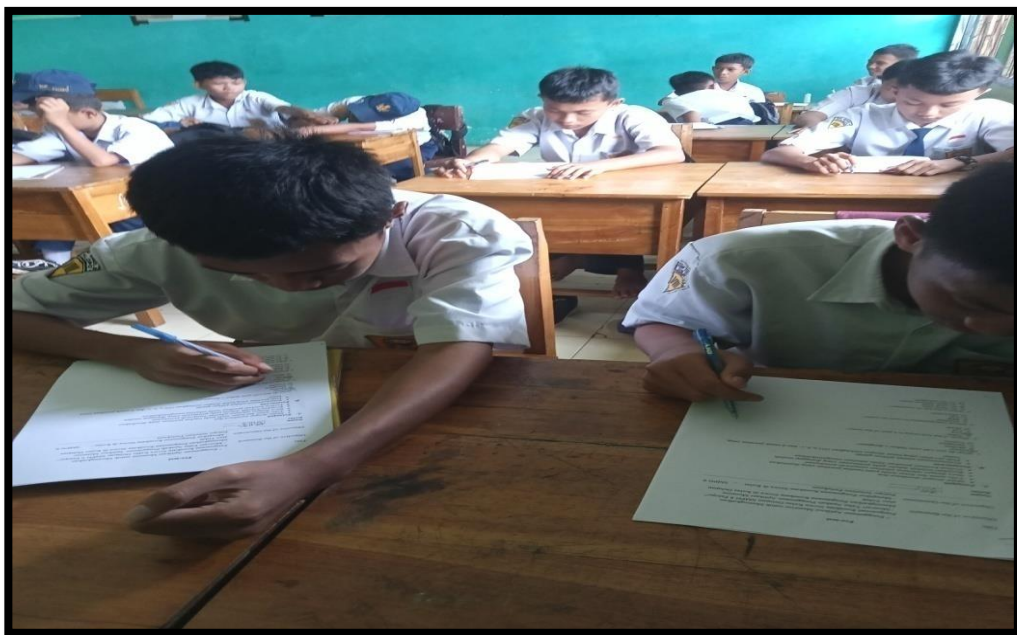
= Bis
= skuter
= Truk
= kapal selam
= ~~pesawat~~ kapal
= becak
= kapal feri
= sepeda
= kereta bawah tanah
= kapal
= kereta
= mobil
= jetski
= helikopter
= pesawat
= mobil van

Play this puzzle online at : <https://thewordsearch.com/puzzle/8053986/>

Nama k = vidya
Ikharia
Azisa
Asisa
Izzah

Bus
Skuter
truk
kapal Selam
~~kapal~~ Perahu
bebek
kapal feri
Sepeda
kereta banyak banyak
kapal
kereta
mobil
Jet ski
Helikopter
pesawat
mobil van

- Pre-test



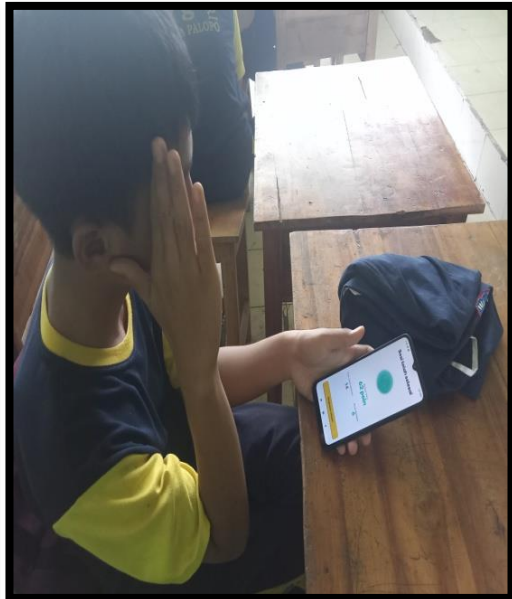
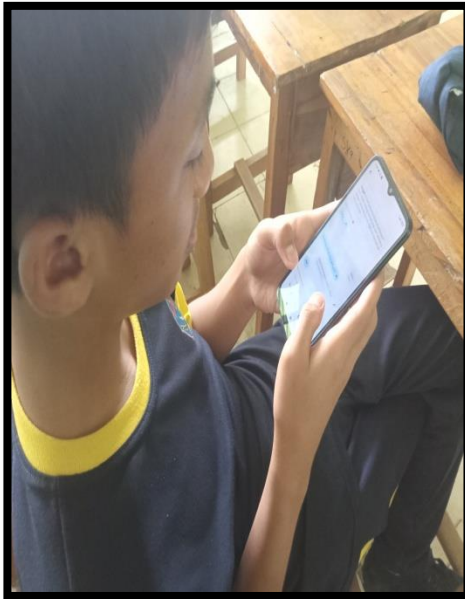
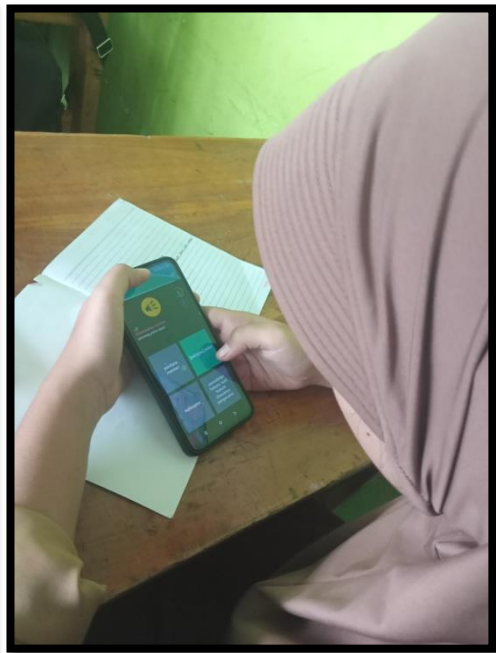
- Treatment













- Post-test





BIOGRAPHY



Cinta Lembang, was born in Buangin, North Toraja on June 25, 2003. Her hobbies are singing and reading novels. The author is the fourth of four children from a father named Markus Rante Tandung and Alm. Jannati Pasoloran. Currently, the author lives on Jl. Pongsimpin, Mungkajang District, Palopo City. The author completed her Elementary School in 2014 at SDN 4 Rantebua, North Toraja. Then, in the same year, she continued her education at SMPN SATAP Palauru, East Luwu until 2017, then continued his education at SMKN 1 Palopo majoring in office administration. After graduated from high school in 2020, the author continued her education in the English language education study program, tarbiyah and teacher training faculty, State Islamic University (UIN) Palopo.

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