The Utilization Of Memrise Application In Improving Students' English Vocabularies at SMPN 4 Marisa

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Abstract. This research aimed to determine the utilization of the Memrise application in improving English vocabulary among seventh-grade students at SMPN 4 Marisa. This research employed a qualitative approach involving 20 students selected through purposive sampling. Data were collected through observation and interviews students'.The results showed that the use of Memrise helped enhance the students' English vocabulary, such as its interactive features, such as visuals, repetition, and game-based activities, increased students' interest and motivation in learning. The improvements identified include five aspects: vocabulary mastery, spelling accuracy, learning motivation, pronunciation, and vocabulary retention. In addition, students gave positive responses to the use of Memrise, stating that it was enjoyable, easy to understand, and effective in helping them learn new words. Therefore, Memrise can be considered an effective digital learning medium for improving students' English vocabulary.
Keywords:Memrise Application, English Vocabulary, Digital Learning Media, Junior High School Students, Qualitative Approach.

Abstrak. Penelitian ini bertujuan untuk mengetahui pemanfaatan aplikasi Memrise dalam meningkatkan kosakata bahasa Inggris pada siswa kelas VII SMPN 4 Marisa. Penelitian ini menggunakan pendekatan kualitatif dengan melibatkan 20 siswa yang dipilih melalui purposive sampling. Data dikumpulkan melalui observasi, dan wawancara siswa.Hasil penelitian menunjukkan bahwa penggunaan Memrise membantu meningkatkan kosakata bahasa Inggris siswa, seperti fitur-fitur interaktifnya, seperti visual, pengulangan, dan aktivitas berbasis permainan, meningkatkan minat dan motivasi siswa dalam belajar. Peningkatan yang diidentifikasi meliputi lima aspek: penguasaan kosakata, ketepatan ejaan, motivasi belajar, pengucapan, dan retensi kosakata. Selain itu, siswa memberikan tanggapan positif terhadap penggunaan Memrise, yang menyatakan bahwa itu menyenangkan, mudah dipahami, dan efektif dalam membantu mereka mempelajari kata-kata baru. Oleh karena itu, Memrise dapat dianggap sebagai media pembelajaran digital yang efektif untuk meningkatkan kosakata bahasa Inggris siswa.
Kata Kunci: Aplikasi Memrise, Kosakata Bahasa Inggris, Media Pembelajaran Digital, Siswa SMP, Pendekatan Kualitatif.

1.   BACKGROUND

The foundation of societal progress is education, that promotes individual development, the acquisition of knowledge, and the development of skills necessary for success in a world that is becoming more interconnected by the day. It gives people more power and increases their ability to take advantage of different possibilities and give back to their communities. In today's digital age of rapid development, educational approaches and resources are changing to satisfy the demands of a contemporary culture, where technology integration has emerged as a crucial instrument in classrooms

all over the world. According to Tondeur, J.,et al(2020 : 45-57)One Digital technology in particular has the potential to revolutionize language instruction by offering a variety of interactive teaching strategies that increase accessibility and engagement. Nation (2020) defines Learning vocabulary is essential as one of the primary abilities in language acquisition. It forms the basis of language proficiency and helps pupils comprehend and communicate complex information.

The quick development of technology in the digital age has changed how students learn and given teachers new tools to improve the educational process.Digital technology inparticular has had a big impact on language instruction, where learning new words is essential. The cornerstone of language proficiency is vocabulary, which helps pupils comprehend and interact with English in an efficient manner. For learners in non-native English-speaking nations like Indonesia, vocabulary knowledge is vital to academic performance and practical communication, as it directly effects students' ability to comprehend texts, build sentences, and engage in discussions. But even with its significance, learning vocabulary is still difficult, particularly for those learning English as a foreign language (EFL).

Based on researchers' observationson October, many students at SMPN 4 Marisa experienced difficulties in developing their English vocabulary, which affected understanding and communication skills. Students often have difficulty understanding the meaning of words and remembering vocabulary when speaking or writing, which reduces their self-confidence. Traditional learning methods that focused on memorization also contributed to this limitation. Therefore, the use of innovative learning tools such as the Memrise application was necessary to help improve students' vocabulary mastery through interactive and interesting techniques.

Due to the statement, Memrise in the English curriculum could help students at SMPN 4 Marisa with a lot of their current vocabulary acquisition issues. Memrise's organized, interactive approach provided engagement and retentionbenefits that traditional methods frequently lack. Furthermore, students were more likely to see vocabulary acquisition as an enjoyable and doable work when they use a digital tool that blends multimedia and gamification, which may promote a more positive attitude toward learning English. Students could actively engage with language in ways that traditional techniques often did not support, learnt vocabulary at their own speed, and strengthened their memory through spaced repetition by using Memrise.

The aim of this study was to investigate how the Memrise app might help students at SMPN 4 Marisa learn vocabulary more effectively. It specifically looked at students' experiences with Memrise and assess how well it worked to improve vocabulary acquisition. This study aimed to provide insights into how digital learning technologies might be successfully incorporated into Indonesian classrooms to improve English language instruction by evaluating students' progress, engagement levels, and retention. It was anticipated that the results aid in the creation of creative, technologically advanced teaching methods, which may ultimately enhance the educational experiences and results of students.

2.   THEORETICAL REVIEW
Definition of Vocabulary

Vocabulary mastery is a crucial component in learning a foreign language, especially English, serving as the foundation for effective language skills. In the context of language learning, vocabulary forms the basis of reading, writing, speaking, and listening skills. The more vocabulary one has, the greater their ability to understand and

use the language in various situations. However, one of the common challenges in vocabulary instruction is the difficulty in engaging students in learning new words. Nation (2020) defines,conventional teaching methods are often limited to memorization or word lists, which can make students feel bored and less motivated.

According to Muhammad Syahrip et al. (2022 : 168–170)A language's words and phrases, along with their definitions, translations, and meanings, are referred to as its vocabulary. Usually, it is organized alphabetically. Vocabulary,the quantity of terms that pupils or English language learners have mastered; it is a collection of words organized similarly to a dictionary but with brief and useful definitions.

Kinds of Vocabulary

There are two kind of vocabulary. They are Passive/Receptive Vocabulary and Active/Productive Vocabulary. It means that the kinds of vocabulary are receptive and productive. Receptive is the passivevocabulary while productive is the active vocabulary. There are somewords in making sentences and the collections of words to make sentence include to the vocabulary because vocabulary is a collection of words.

Based on the explanation Meylisa Anggraini (2022), the researcher concludes that thereare two kinds of vocabulary that can be categorized based on the divisionof the language skills. That is productive vocabulary and receptivevocabulary. Productive vocabulary is associated with the productive language skills including speaking and writing skills, whereas the receptive vocabulary is associated with the receptive skills that consist oflistening and reading.

Memrise Application

According to Rahmawati, Y., (2021 : 56-67), Memrise is an online language-learning tool that supports vocabulary acquisition through interactive methods like gamification, multimedia material, and spaced repetition. By actively involving pupils, these elements hope to make vocabulary acquisition fun and successful. For example, spaced repetition improves long-term retention and fortifies memory by reviewing words at more distant intervals.students who employed spaced repetition strategies outperformed those who employed conventional memory strategies in terms of vocabulary retention rates. This approach is consistent with cognitive science studies that shows learning is better achieved through frequent, spaced-out exposure to knowledge than through cramming or single-session study. Then, Ziegler, N (2020) defines, Memrise was created to facilitate effective and enjoyable foreign language learning. The app's main features include games that help users remember and comprehend new vocabulary, science-backed repetition strategies, and video-based courses with native speakers.

Additionally, Memrise's multimedia tools—such as audio recordings, films, and context-based phrases—give pupils the chance to comprehend terminology in realworld settings. Contextual learning is crucial because it enables pupils to connect vocabulary to actual situations rather than treating words as discrete concepts. claim that using multimedia resources to teach vocabulary helps students connect words to sounds, pictures, and contexts, which deepens their comprehension of vocabulary usage and meaning, Smith, T., & Taylor, J (2020 : 88-95).

Advantages and Disadvantages of the Memrise Application

Advantages of Memrise Application

The following are some benefits of using the Memrise app, Eddie T.C. (2022 : 545-546)

a. Efficient learning strategy: Memrise employs tried-and-true strategies for learning, like visual association and spaced repetition. Through carefully planned repetition, the spaced repetition approach aids users in remembering and reinforcing terminology. In the meantime, imaginative visual associations aid users in associating words with pictures or narratives to improve recall.
b. Interactive learning: Users are actively engaged by the interactive exercises that Memrise offers. Users can take part in challenges and tournaments, compose vocabulary, listen to and match words, and respond to questions.
c. Fun learning platform: Memrise's captivating learning design, entertaining interactive exercises, challenges, and competitions that add a game element, innovative visual associations, social features with user communities, and adaptable accessibility are all reasons why it's regarded as a fun language learning platform.

   Memrise offers consumers an enjoyable and engaging learning experience by combining these characteristics. Disadvantages of Memrise application

   The following are some benefits of using the Memrise app :
a. Reliance on internet connection: The biggest challenge for Memrise users is their reliance on an online connection, particularly in places with poor or no service. Due to their dependence on mobile data limits, users may not be able to study as consistently. Sometimes not all learning materials are available for download, and network outages can entirely prevent access.
b. Limited Content for Advanced Levels: The Memrise app doesn't offer enough complex or difficult content for users at higher language proficiency levels. If customers are seeking more intricate or in-depth education, this could be an issue.
c. Limitations on Free functions: Memrise offers a free version, but membership is required for certain premium functions. Access to some resources or functionality that free users might desire is restricted.

Previous Related Studies

Caroline Victorine Katemba and Stephanie Feli Taebenu, "Improving Vocabulary Using Memrise and Google Classroom." The aim of this study was to find out whether the use of Google Classroom and Memrise to improve vocabulary was significantly different between boys and girls. This study used a comparative design with pre-test and post-test methods, as well as quantitative research methodology. Forty students constituted the sample size of the study. There were 20 female students and 20 male students in each of the two groups into which the students were divided. The findings of this study showed that although both groups of students were able to improve their vocabulary, the increase in the female student group was much greater than that of the male student group. Other findings showed that the groups of men and women on Memrise via Google Classroom differ significantly. In conclusion, the study results showed that Memrise is useful for helping students expand and improve their vocabulary.

The similarity with this study is that this study uses the same application, namely the Memrise application, while the difference is that Caroline's research used a quantitative approach method and this study will use a qualitative approach method so the process for seeing the results will be different.

The Use of Memrise Application in Teaching Speaking Skill: A Case Study of 7th Grade Students of SMPN 1 Mandalawangi" was written by Siti Mutmainnah Rodiatam Mardiah, Siti Suharsih, and Aisyah Hamidiyah. The purpose of this study was to

examine how the Memrise program, a training tool for speaking skills,was used and how the seventh-grade students at SMPN 1 Mandalawangi react to it.A qualitative approach using a case study methodology was employed in this investigation. The similarity is that the researcher both uses the Memrise application to see how effectively this application is used, and we both use qualitative methods to process the data. The difference in this study is that previous research looked at how speaking skills improved while this study looked at how students' vocabulary increased.

John Smith conducted research on the effectiveness of the Quizlet application in increasing students' English vocabulary. This study found that applications such as Quizlet which rely on flashcard-based repetition techniques are very effective in improving students' vocabulary mastery. The similarity with this study is that John used learning applications to improve students' vocabulary mastery. The difference with this study is that the application used is different, this study will use Memrise which emphasizes scheduled repetition and visual reinforcement through images, while John used Quizlet which focused more on repetition of text through flashcards. Additionally, John researched students at the college level, while this study will be conducted on junior high school students.

One relevant study is The Use of Memrise Application in Teaching Speaking Skill: A Case Study of 7th Grade Students of SMPN 1 Mandalawangi by Siti Mutmainnah Rodiatam Mardiah, Siti Suharsih, and Aisyah Hamidiyah. While both studies utilize the Memrise application to enhance English skills, the previous study focuses on speaking skills and uses a quantitative approach, whereas this study focuses on vocabulary mastery with a qualitative approach, including observations and interviews. Additionally, the study is conducted at SMPN 4 Marisa, with students of varying vocabulary proficiency.

Another related study is "The Effectiveness of Mobile-Assisted Language Learning (MALL) Applications on Vocabulary Acquisition among Junior High School Students" by Rahmawati and Sulistyo (2021). This study employed a mixed-methods approach to examine how mobile applications, including Memrise, impacted students' vocabulary learning outcomes. Their findings revealed that students who regularly used these apps showed significant improvement in vocabulary retention and motivation compared to those who relied solely on traditional methods. Unlike the current study, which emphasizes qualitative insights into student experiences, Rahmawati and Sulistyo also measured quantitative gains through pre- and post-tests, highlighting the complementary strengths of combining both research approaches.

3. **RESEARCH METHODOLOGY**

This study employed a qualitative approach to investigate in-depth student experiences with the Memrise app and its effects on mastering English vocabulary. A qualitative method was chosen because it focuses on exploring and understanding individuals' experiences, perceptions, and behaviors in authentic settings. Through this approach, the researcher was able to examine the students' perceptions, challenges, and benefits when using the Memrise application for vocabulary learning. The qualitative method allowed the researcher to closely observe students' interactions with learning technology and gain a comprehensive understanding of their responses to the Memrise app. This approach also made it possible to explore contextual factors such as teacher support, students' technological abilities, and their reactions to technology-based learning environments, all of which could influence their vocabulary learning process.

Additionally, this study aimed to explore how the Memrise app affects students' motivation and vocabulary retention. The qualitative approach enabled the researcher to gain insights into aspects such as intrinsic motivation, student engagement with app features, and how those features promoted active learning—elements that may not be fully captured through quantitative research. Furthermore, this study involved 20 students of seventh grade SMPN 4 Marisa as participants, who were selected using the purposive sampling method. Purposive sampling was chosen because it allowed researchers to specifically select participants who meet the research criteria, namely students who have varying levels of English vocabulary knowledge to measure the effectiveness of using the Memrise application in improving their understanding.

Moreover, to obtain a clear and comprehensive understanding of the data collected, the researcher analyzed the findings through several stages. These stages help to systematically process the information gathered during the research, especially in the context of vocabulary improvement using the Memrise application. The stages include data reduction, data display, and conclusion drawing.

4.   FINDINGS AND DISCUSSION

The Effectiveness of Memrise Application in Improving students vocabulary

This section presents the findings that answer the first research question: "How effective is the Memrise application in improving students' English vocabularies?" The data were collected through classroom observations during the learning sessions where students used Memrise. The observation focused on students' participation, responses, and visible progress in vocabulary understanding and usage. The results of the observation indicated that the Memrise application was effective in increasing students' interest, motivation, and engagement in vocabulary learning.

Based on observations from five sessions, it can be concluded that the majority of the 20 students demonstrated active participation during the learning process. The positive interaction between students and the application, along with peer collaboration, contributed to increased motivation and engagement in learning English vocabulary.

In addition to enthusiasm and participation, the researcher also observed the students' vocabulary development over time. In the first meeting, most students were only able to recognize and mention basic vocabulary such as apple, book, and cat. However, after five sessions using Memrise, students began to identify more complex and contextually relevant vocabulary, such as vegetables, weather, transportation, and daily activities.

These responses show that Memrise contributes to students' learning enthusiasm and allows for a more relaxed and enjoyable learning atmosphere. The ability to learn anywhere and anytime, supported by engaging features, has helped many students become more consistent and confident in learning new vocabulary. Moreover, the use of multimedia elements such as images and sound also supports visual and auditory learning styles, making it easier for students to understand and remember new words. This approach not only improves vocabulary retention but also increases students' self-motivation to learn.

The findings align with observational data showing that Memrise promotes a vibrant classroom dynamic. Learners frequently collaborate informally—sharing scores, comparing progress, and encouraging peers to maintain streaks—creating a supportive micro-community. Such collaborative enthusiasm extends practice beyond designated lessons, leading to persistent vocabulary review and, ultimately, more durable vocabulary mastery.

Based on the observation results, the use of the Memrise application had a positive impact on improving students' English vocabulary learning. Students demonstrated a high level of curiosity and enthusiasm from the first meeting, as seen in their prompt responses in downloading and operating the application. This enthusiasm continued to increase over time, especially after they became more familiar with the application's engaging features such as the leaderboard and interactive visual interface. The classroom atmosphere became more lively as students actively explored the application and helped each other use the available features.

In addition to enthusiasm, the use of Memrise also encouraged increased active participation among students during the learning activities. While some students were initially hesitant and required guidance, in subsequent sessions, they began to take the initiative in selecting practice materials, recording new vocabulary, and attempting to use the words in simple sentences. Several students even showed a desire to explore further by independently using features such as "review words." The learning process evolved from a one-way approach into an interactive two-way engagement between students and the digital learning medium.

Although most students showed positive progress, a few still faced challenges, both technically and in terms of material comprehension. Issues such as unstable internet connections or difficulty in understanding word meanings caused some students to take more time to follow the lessons. However, with support from the teacher and collaboration among peers, these obstacles were successfully overcome. This process fostered a supportive learning environment that encouraged peer assistance and cooperative learning.

Students' Perception of Memrise Application

Based on the interview results, students gave highly positive responses regarding the use of the Memrise application as a learning medium for English vocabulary. They stated that the application made it easier for them to understand and remember new vocabulary. With its attractive interface, interactive features, and non-monotonous material presentation, students felt more comfortable and less pressured during the learning process. This response indicated that technology was well accepted by students when adapted to their learning styles, and Memrise fulfilled this need through its visual, audio, and gamification approaches.

In terms of learning motivation, students stated that Memrise encouraged them to study vocabulary more consistently. The point system, level progression, and daily challenges offered an enjoyable learning experience and stimulated their enthusiasm to open the app regularly. Many of them accessed the app independently at home without waiting for the teacher's instructions. This showed that Memrise succeeded in fostering intrinsic motivation within students—the drive to learn came from within, not from external pressure.

Compared to conventional learning methods such as memorizing from notebooks or paper handouts, students felt that Memrise was far more effective in helping them remember vocabulary. The repetitions provided by the application, along with the visual and audio support, allowed them to grasp word meanings more quickly and retain them longer. Some students admitted that they used to forget words after just a day or two, but with Memrise, they were able to remember the words for weeks.

In conclusion, the interviews revealed that students benefited not only in terms of vocabulary improvement but also in affective and cognitive aspects of language learning. They felt more motivated, confident, and happy learning through an

application that provided freedom and flexibility. These findings supported the research of Mardiah, Suharsih, and Hamidiyah (2020), which showed that students responded positively to the use of Memrise as a learning medium. The study by Putri and Simanjuntak (2023) also confirmed that visually appealing and interactive digital applications could enhance students' positive perceptions of vocabulary learning. Furthermore, Godwin-Jones (2019) stated that technology combining repetition, visuals, and autonomous learning control proved effective in shaping a more personal, flexible, and enjoyable learning experience for students.

5. **CONCLUSION AND SUGGESTION**

This study aimed to enhance students' English vocabulary mastery through the use of the Memrise application as a learning medium. Based on the results of observations, interviews, and students' written vocabulary before and after using the application, it can be concluded that Memrise had a significant and positive impact on the vocabulary development of seventh-grade students at SMPN 4 Marisa.

Students expressed very positive impressions about their learning experiences with Memrise. They felt happy, motivated, and more enthusiastic compared to traditional learning methods. Game-based features such as points, levels, and challenges made the learning process more enjoyable and interactive, thus encouraging continuous learning.In conclusion, the use of the Memrise application proved effective in improving English vocabulary acquisition among the students of SMPN 4 Marisa, while also promoting independent learning habits and creating a more enjoyable and meaningful learning environment.

Teachers should provide clear guidance on how to use the app effectively, aligning its use with specific learning objectives and lesson plans. They can also monitor students' progress through the app and offer timely feedback to support vocabulary retention. By integrating Memrise into classroom activities, teachers can create a blended learning environment that combines traditional methods with digital resources. Furthermore, teachers should encourage students to set personal goals within the app to boost motivation and autonomy in learning.

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