MEMRISE APPLICATION AS DIGITALMEDIA SKILL TO ENRICH STUDENTS' ENGLISH VOCABULARY AT JUNIOR HIGHSCHOOL IN MEDAN

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ABSTRAK

This study deals with the use of the Memrise application in enrichment students' English vocabulary. This study is conducted based on a preliminary study which showed that students had difficulty learning English due to their lack of vocabulary. The objective of the study is to find out the significant effect of Memrise application in enriching students' English vocabulary. The method that is used to conduct the research is quantitative method. The sample of the research is eight grade students at SMP Dharma Pancasila Medan. The instruments to collect the data are pre-test and post-test. The data analysis techniques of this study were (1) normality test (2) homogeneity test (3) hypothesis testing in the form of t-test. Hypothesis testing uses the t-test formula which is preceded by a normality test and a homogeneity test. The results of the t-test shows that there is a significant effect to enrich student English vocabulary at SMP Dharma Pancasila Medan, the value sig (2-tailed) = 0.001 < 0, 05 then H_0 is rejected and Ha is accepted.

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1. INTRODUCTION

The internet has been promoted in the teaching and learning process, especially for learning English. Learning English is very important in this era of globalization to be involved in the development of science and information technology around the world. Therefore, the introduction of English as early as possible is very necessary. In Indonesia, English as the first foreign language that must be taught as one of the subjects studied by students from elementary to university level.

According to Ur. (2000) Teaching English is focused on the ability of students to be able to master the four language skills, namely: listening, speaking, reading and writing. Allof these elements are interrelated, and it is important to master the four English skills. To integrate these skills there are components that students must also learn. One of them is vocabulary. To master the four English languages, students must master vocabulary. If the vocabulary is mastered, it will be easier to master English.

According Hatch and Brown (1995:1) Vocabulary is a list or group of words that are defined or explained. This will help the learner in learning English well. The limited vocabulary makes it difficult for other people to express their ideas. Vocabulary is one component of language that has an important role in the development of language skills because for most students, the ultimate goal of learning is to be able to communicate.

In addition, according to UR (1995: 60) that vocabulary is one of the important things to be taught in foreign language learning because it is impossible to speak without a variety of words. Therefore, vocabulary is important to learn as a foreign language. However, vocabulary is not easy to teach language without using appropriate methods and media. Both have a very important role in teaching. In fact, vocabulary is one of the main problems that students often face in learning English. Based on initial observations at SMP Dharma Pancasila Medan, the researcher found that students were not interested in learning English especially vocabulary and they also did not pay full attention to the task and without it being interesting and interesting the vocabulary teaching process could not run well.

This situation occurs because the methodology or strategy used may not be appropriate. Teachers still use the old method of teaching English vocabulary, most of the teachers teach English vocabulary through translation, they usually apply too many new words and ask students to translate and then make sentences using the given words. The teacher usually gives a lot of words to students and asks students to open the dictionary to look for the meaning of the words, after finding the word students forget. In fact, students may become confused and discouraged in the learning process. Students feel that they are being forced and they will get bored.

Lewis and Hill (1998:21) state that students will not achieve success in learning unless they enjoy the process. It can be seen that students' feelings towards a learning process will affect their achievement. Based on the explanation above, it is important for teachers to use new techniques or media to help students in solving their vocabulary problems. English teachers are expected to be more creative in making and providing materials, a good method for students to enrich their vocabulary. Researchers chose the *Memrise* Application as a medium to solve the above problems.

In this era of globalization, many educational tools have been developed by experts, one of which is the *Memrise* Application. According to Nayla (2019) *Memrise* is a free language learning platform with websites, iOS and android learning apps. Its main benefits are portability and accessibility (via computers and apps on smartphones and tablets). Use audio, pictures and fun, creative activities to help students learn and remember words and their meanings. The *Memrise* app is possible to use inside or outside the classroom. The use of the *Memrise* App tends to build students' vocabulary. So, it is possible to apply this application in the teaching and learning process because it is very simple and easy to operate.

Based on the problems and conditions above, the researcher intends to help students by introducing the *Memrise* Application as a fun vocabulary learning medium. Researchers are interested in studying The Effect of *Memrise* Application to influencing Vocabulary Enrichment at Eight Grade Student.

Alqahtani (2015:21) defines vocabulary as a collection of words used by a person, class or profession. According to the Oxford student pocket dictionary (2011:495), vocabulary is (1) all the words a person knows or uses (2) all words in a language (3) a list of words and their meanings, especially in books for learning foreign languages.

Based on some of the explanations above, it can be concluded that vocabulary is a collection of words or all words in a language that people use to express opinions, feelings that consist of several letters and have meaning. Vocabulary is a core component of language and is the basis of how to speak, listen, write, and read well. The more vocabulary you know, the better you will be able to understand what you hear and read; and better able to convey opinions or ideas when speaking or writing.

Some experts divide vocabulary into two types, namely active and passive vocabulary. Harmer distinguishes these two types of vocabulary. The first type of vocabulary refers to vocabulary that has been taught to students and is expected to be used by them. Meanwhile, the second refers to words that students will recognize when they meet, but which they may not be able to pronounce.

Haycraft, quoted by Hatch and Brown (1995:370) shows two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

a) Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when used in context, but cannot produce. Vocabulary is vocabulary that learners recognize when they see or meet in the reading text but do not use it in speaking and writing.

b) Productive Vocabulary

Productive vocabulary is words that the learner understands and can pronounce correctly and is used constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the right time. Therefore, productive vocabulary can be considered as an active process, because learners can produce words to express their thoughts to others.

According to Montgomery (2007) there are 4 types of vocabulary, namely listening, speaking, reading and writing. The first is spoken vocabulary and the last two, written vocabulary. Children begin to acquire listening and speaking vocabulary years before they begin to build reading and writing vocabulary. Spoken language forms the basis for written language. Each type serves a different purpose and fortunately, vocabulary development in one type facilitates the growth of the other.

a) Listening Vocabulary

This type of vocabulary refers to words that people can hear and understand. Starting from the content is able to feel the sound when he was sixteen weeks old. Most people can identify and understand nearly 50,000 words. But in this case, the number of words developed is much less than the secondary vocabulary of a normal listening child.

b) Speaking Vocabulary

Talking about speaking vocabulary refers to speaking someone. Most adults use almost 5,000 to 10,000 words to communicate. The number of words used in this case is much less than listening vocabulary, the reason is the level of comfort in use.

c) Reading Vocabulary

This vocabulary refers to the words that people know when reading a text because reading is an activity of perceiving, analyzing, and reading by the reader to get the message that the writer wants to convey in the written media.

d) Writing Vocabulary

This type of vocabulary represents the words we come back to when we write to express ideas. It is very easy to explain what they want to use to people by using their self-expression, but using the same words to communicate the same concept or thought through writing, It is not easy to think because written words are influenced by vocabulary. This means that it is an important vocabulary in writing.

So, based on the explanation above, the most important thing is that researchers must know the types of vocabulary. This type of words can help researchers to introduce students' vocabulary and it is also easy to do this type.

According to Hatch and Brown (1995:218) the term used to classify words based on their function categories are called part of speech.

a) Noun

A word is a word that is used as the name of something, person, animal, thing, place, situation, attribute, or idea. So, from us having a noun for something, it implies that seeing it as something. Nouns are generally divided into six, namely proper nouns, common nouns, collective nouns, abstract nouns, and possessive nouns. In addition, nouns can also be divided into two groups according to their calculations, including uncountable and uncountable.

b) Verb

Verbs generally refer to action; events and processes of giving, happening, and becoming. They usually have a number of different forms, the infinitive, third-person singular present tense, past tense, present participle and past participle. The past participle is usually the same as the past tense but for some verbs it is different. The main division made between verbs is between auxiliary and lexical verbs. Auxiliary verbs are a closed subclass and have a grammatical function.

c) Adverb

Adverb represents a very large collection of words. It is basically of two types, which refer to indirect information about an action, event or process such as the time, place or manner of it, and which serves to intensify adverbs and other adjectives.

d) Pronouns

The pronoun, as the name implies, has a primary function based on four nouns, after the noun is mentioned in a particular text. The subclasses are personal pronouns, reflexive pronouns, and possessive pronouns. With these pronouns a distinction is made between first, second and third person. Other subclasses are interrogative pronouns, relative pronouns and demonstrative pronouns.

e) Numerals

There are two kinds of numbers; ordinal and cardinal. Sequence numbers, as the name suggests, determine the order of items and series: first, second, third, fourth and so on. Cardinal numbers do not specify the order, but only the quantity and pieces of the series such as one, two, three, four, etc.

f) Determiners

Determiners are a class of words that are used with nouns and have the function of defining noun references in several ways. The class is divided into two large groups, identifiers and quantifiers. The subclass of Identification includes articles, in non-aligned articles and definite articles, possessive and demonstrative.

g) Adjective

Adjectives usually reinforce the meaning of a noun, either by appearing right before the word, as in wide avenue, or by means of a copula verb, as in the way is/to be wide. For this reason traits are often characterized as descriptive.

h) Preposition

Prepositions have the main function of connecting noun phrases with other units. The relationship may be one-time (e.g. after a meal), place (e.g. in front of a bus) or logical (e.g. due to his actions). Many prepositions can be used to express more than one of these relationships.

i) Conjunction

Conjunctions as the name suggests, also have the function of joining, usually connecting one clause to another, but sometimes also from one noun to another. They are of two types: coordinating conjunctions, such as and, or, but, which, combine two items on an equal footing; and subordinating conjunctions, such as when, if, why, whether, because, which subordinate one item to another in some way. Subordination may be one time.

According to Hidayat (2019:10) Educational media is a teaching and learning tool. Everything that can be used for the thoughts, feelings, attention and abilities or skills of students so as to facilitate the learning process, meanwhile, according to Briggs, physical facilities are learning media to convey learning content/materials such as books, films, videos and so on. There are many factors that can affect learning activities and one of them is the media.

The Association of Education and Communication Technology or AECT in America explains that the media are everything and the channels used by the public to distribute orders or information. The National Education Association (NEA) has a different definition. Media forms of communication, print or audiovisual and all its instruments.

Based on the explanation above, it can be said that the media are tools, materials or events that are used to assist in the teaching and learning process. Media is needed in teaching so that the class becomes interesting and easy to understand the lesson. Media has an important role as a supporter in learning activities, especially in providing comfort and convenience for students in the learning process.

According to Gerlach and Elly (1980:247) , media is classified into six general categories.
a) Still Images
It consists of photographs of any or even objects that may be larger or smaller than the object or even what it represents.
b) Audio Recording
Recordings are made on tape, disc, and motion picture sound tracks. It is a reproduction of a factual event or sound track.
c) Moving Pictures
Motion pictures are moving images in color or black and white resulting from live action or from graphic representations.
d) Television
This category includes all types of audio-video electronic distribution systems that eventually appear on television monitors.
e) Real Objects, Simulations, and Models.
This category includes people, events, objects, and demos. Real objects, in contrast to other media, replace actual things or events. Many media, including computers, cassette tapes, and motion pictures can be used for simulation. The model is a replica or representation of reality. It is often in scale and may be miniature, the right size or usage.
f) Programmed and computer-assisted instructions.
A program is a sequence of information (verbal, visual, audio) designed for a predetermined preparation. The most common examples are programmed textbooks and instructional programs made for computers or smarts.

Media and technology have an influence on education. For example, smartphones, computers and the internet have influenced the current learning process. Technology in teaching and learning as an enabler and suggests that technology can work to help organize and provide material structure to students; help students, parents interact, anytime and anywhere. So, in this study, technology means an application that can be used as an English Learning Media. This is a free language learning app called *Memrise* App. Based on the explanation above, the *Memrise* Application categories used in this study are Programmed and Computer-Assisted Instruction.

According to Hadfina (2018:37) *Memrise* Application is an educational app and helps students to master the language using flashcards combined with mnemonic techniques to teach foreign languages and memorize information from other disciplines, e.g. English, geography, law or mathematics. Memrise courses created by internet users are called crowd sourcing (i.e. all members of the Memrise community can contribute course content), so they can be tailored to meet the individual needs of users and complement traditional language classes through exercises and revisions of the content taught there. Memrise is a free online learning tool for students who are familiar with drill functionality in iOS, Memrise can be an adequate alternative that works on a similar principle. Just like Drill*, memrise* uses flashcards, but instead of a word/translation model, this flashcard contains mnemonics in the form of short phrases or rhymes, which are easy to remember. Mnemonics leverage what is rendered into a secure memory store; maintains an orderly arrangement of memory, makes it available on demand, and thus is good by chance.

According to Morales (2019:5) *Memrise* Application provides many categories that users of other fields can study such as:
a) Arts and Literature
These categories contain courses where each covers a broad range of vocabulary related to Architecture, Art, Design, Fashion, Film, Literature, Music, Theatre, and Philosophy.
b) Mathematics and Science
Mathematics and science includes courses related to vocabulary in Mathematics, Biology, Chemistry, Earth Sciences, Economics, Engineering, Health Sciences, Physics, and Psychology.
c) Natural World
The users can learn vocabulary which in this category includes themes such as Animals, Astronomy, Plants, Fruits, and Stars.
d) History and Geography
This category contains many themes that can cover vocabulary related to Capital, Citizenship, History, Maps, Places, Religion, Flags, and Politics.
e) Memory Training

This category provides services including Memory of Places, Number System, and Playing card system. It facilitates language learners to memorize a lot of vocabulary in a short time using Mnemonic techniques and of course in a fun way.

f) Professional and Career

It involves a lot of themes each of which is a collection of sub-category content such as; Business and finance, Computers and Engineering, Law, Medicine and Health.

g) Standard Test

Now, learning vocabulary for TOEFL test or any other test is easy because it has many courses which help students to master the vocabulary of many tests like; Advanced placement test, TOEFL test, College Admission, Graduate School and others. So that students are able to prepare well before facing the exam.

h) Trivia

Subcategories of trivia content such as Art, Music, Literature, Food, Miscellaneous, History, Geography, Sports and Leisure, Science and Nature, Homeless Symbols, Humans, and Sociology.

i) Entertainment

In this category provides sub categories such as Board games, Yoga, Pokemon, and others related to the vocabulary of Entertainment.

Users can choose one of the categories in the software application, each discussion topic has a course created by many users of the Memrise application which this system is called Crowd sourcing. Memrise application also provides several words related to certain themes. Each level consists of 20 vocabularies that must be learned and mastered by students or users.

Learning vocabulary regularly is the process in determining the students' achievement especially in learning language. Argues (2001:256) that the students' should have more practice to have a good vocabulary acquisition. Besides, learning vocabulary in the classroom the students should have time for reviewing the lesson at home. Most people will learn things easily in a relaxed situation and a happy mood. By applying Memrise as a learning tool and studying vocabulary, students will learn vocabulary in a relaxed manner, students will be happy and not stressed about what they are learning because students learn like they are playing. So it can be said that Memrise is a good choice for vocabulary learning because it turns vocabulary learning into a game that grows a colorful memory garden.

Using the Memrise App, students can learn a new word, thinking of it as planting a new seed in their memory. Then whenever students want to review the word, *Memrise* helps it grow a little like watering a small flower. By reviewing at the right time, *Memrise* helps it grow as quickly as possible

and soon students will have a beautiful garden full of memories of what students have learned.

Here are the steps to use the *Memrise* application

a) Please, download in your mobile phone on playstore or app store.

Picture1 Download an Application

b) Once the app has been downloaded, students create an account or they can choose to sign in with a Facebook or Google account. Students are strongly encouraged to create such an account as their progress will be saved if they change their device.

Picture 2 Creating an Account

c) To start the lesson, students have to click on the Menubar 'Mulai Belajar' then wait a while, after this application will display the menubar for each level and students click the middle button (Quick Study).

Picture 3 StartingtheLearning

d) Let's start learning, after students click 'Start Learning', menubar will show vocabulary list. *Memrise* uses the garden as a metaphor for

memory. When students start studying a course, vocabulary items will be planted as 'seeds'. Vocabulary will be given repeatedly. Starting from the easy, middle and more difficult way. There is always an audio pronunciation for each vocabulary. When students are tested through typing, pronunciation, and multiple choice tests.

Picture 4 Audio Pronounce of Vocabulary, Typing Test and PronunciationTest

e) And lastly, in this public profile it shows the points earned from each level. The Profile page is like a report card, telling you how many words the student has learned, what badges the student has earned, the level of learning the student is using, and the leadership board. Based on the explanation above about the procedure for using the *Memrise* application, the researcher concludes that there are several activities in using the *Memrise* application to learn and review vocabulary. First, students read English vocabulary or phrases related to the previously selected theme and their meanings.

Picture 5 Public Profile

f) Students can test their memory with some of these tests. The multiple choice test presents certain Indonesian words then students find answer choices where the English of the word is presented. The test presents a word recorded by the original recording, then asked to guess the word/phrase referred to by native speakers

and the last test is a type test, this form test presents certain English words then the student's task is to write down the meaning of the word. Finally, students can see the ranking of the acquisition of words or phrases that have been studied previously through their respective profiles.

2. METHOD

Quantitative method was used to apply the research. This research conducted using experimental research. Experimental design was the traditional approach to conducting quantitative research. The aim of the study was to find out whether there was a significant effect of using *Memrise* application on students or not. There were two groups in this research. They were experimental group and control group. Pre-test will be applied before treatment and post-test will be applied after treatment. In conducting the treatment, the researcher used the *Memrise* Application in the experimental group while the control group used conventional teaching media such as memorizing vocabulary.

Table 3.1The Research Design

Group	Pre-test	Treatment	Post-test
Experimental	☐	Using Memrise Application	☐
Control	☐	Using Conventional Technique (Memorizing Vocabulary)	☐

The sample was part of the number and characteristics possessed by the population. Samples were taken from these populations must be truly representative. According to Arikunto, if the total population is less than 100 people then the total sample is taken from the total of population but if the population is more than 100 people, then it can be taken 10-15% or 20-25% of the total population. The researcher took sample from the population by total sampling.

The researcher used a vocabulary test as an instrument. Tests will be applied for pre-test- and post-test. The pre-test aims to determine the students' vocabulary enrichment before applying the *memrise* application, while the post-test aims to determine the students' vocabulary enrichment after using the *memrise* application.

Hypothesis testing was used to compare two unpaired samples using thet-test Independent Sample T test with the help of SPSS version 16.0 for windows. The t-test was used to test the significance of the difference in the average class effect. The requirements for the Parametric Statistical Test are that the data must first be confirmed to be normal.

Ha : The Memrise application is able to affect the vocabularyenrichment at eight grade students of SMP Dharma Pancasila Medan.

Ho: The Memrise application is not able to affect the vocabulary enrichment at eight grade students of SMP Dharma Pancasila Medan.

3. RESULT AND DISCUSSION

Descriptive statistics are used to describe or describe the data that has been collected as it is in this study. Based on the SPSS processed data which includes the results of the pretest and posttest from the experimental group and the control group, it will be possible to know the maximum value, minimum value, mean and standard deviation of each variable which can be seen in table 4.3 below:

Table4.3 The Result of Descriptive Statistics

Descriptive Statistics

	N	Min	Max	Mean	Std. Deviation
Pre Test Eksperimen	30	40	80	58.00	9.340
Post Test Eksperimen	30	60	90	73.17	8.039
Pre Test Kontrol	30	40	80	58.67	8.996
Post Test Kontrol	30	50	80	66.00	8.242

Based on table 4.3, it can be seen the number of samples, mean value, the maximum value, the minimum value and the standard deviation value for each variable.

Normality test is used to determine whether the samples obtained are normally distributed or not. In this study, the normality test was determined using a statistical test with the help of the SPSS program, namely the Kolmogorov-Smirnovatest. The results of the normality of this study can be seen in the following table:

Table4.4 Test of Normality

Tests of Normality

Kelas		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Student's Learning Outcomes	Pre Test Eksperimen	.118	30	.200*	.971	30	.569
	Post Test Eksperimen	.153	30	.070	.944	30	.115
	Pre Test Kontrol	.141	30	.132	.968	30	.476
	PostTest Kontrol	.133	30	.183	.951	30	.184

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Normality test above is used to determine whether the distribution is normal or not. The conditions used are if P (Asymp. Sig.> 0.05 then the results are said to be normal. Conversely, if P <0.05, the results are said to be abnormal. From the results of the normality test above the pretest item in the experimental group obtained (Sig=0.200) and the posttest item obtained (Sig=0.070) it shows that the normality test is normally distributed (Sig>0.05). Furthermore, the pretest item in the control group obtained (Sig = 0.132) and the posttest item obtained (Sig = 0.183) it also states that normality test is normally distributed.

Based on the instrument trials that have been carried out in the experimental group and control group, each result is obtained which is presented in the form of the following table:

Table4.5 Test of Homogeneity

Test of Homogeneity of Variance

		Levene	df1	df2	Sig.
Student's Learning Outcomes	Based on Mean	.205	3	116	.893
	Based on Median	.146	3	116	.932
	Based on Median and withadjusted df	.146	3	110.872	.932
	Based on trimmed mean	.213	3	116	.888

From the output of the homogeneity test results above, it shows sig 0.893, it can be explained that the value of sig > 0.05, it can be concluded that the test results show that the data is homogeneous.

The hypothesis test in this study used a t-test with a sample of 60 students divided into 2 groups, namely experimental and control through tests in the form of pre-test and post-test. To find out whether or not there is an influence in this study, it can be seen in the table below.

The basis for making t-test decisions are as follows:

1) If the significance value (2-tailed) < 0.05, then Ho is rejected and Hais accepted.

2) If the significance value (2-tailed) >, then Ho is accepted and Ha is rejected.

In the t-test used is the Independent Sample t-test with the help of SPSS 16.0 for windows.

Table4.6 The Result of Hypothesis

Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Student's Learning Outcomes	Kelas VIII A	30	73.17	8.039	1.468
	Kelas VIII B	30	66.00	8.242	1.505

This study aims to determine the effect of using Memrise Application learning media on vocabulary enrichment for eight grade at SMP Dharma Pancasila Medan. Based on the data analysis of the research results, then an analysis was carried out through an independent sample test statistical test. Based on the result of the t-test, the results of the t-test shows that there is a significant effect to enrich the value sig (2-tailed) = 0.001 < 0, 05. Then Ho is rejected and Ha is accepted.

4. CONCLUSION

It can be concluded that there is a significant difference between the pretest and posttest questions, thus there is an effect of the *Memrise* Application to enrich student's vocabulary. Based on result of pre-test and post-test from the experimental group, it showed that the lowest score of pre-test was 40 and the highest score of pre-test was 80. While in the lowest score of post-test was 60 and the highest score of post-test was 90. Based on the table above of pre-test and post-test from the control group, it showed that the lowest score of pre-test was 40 and the highest score of pre-testwas 80. While in the lowest score of post-test was 50 and the highest score of post-test was 80.

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