

A THESIS

**USING MEMRISE APPLICATION TO IMPROVE STUDENTS'
VOCABULARY MASTERY AT SMPN 2 PATAMPANUA
PINRANG**



BY

**ERLINDA
REG. NUM. 19.1300.010**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE**

2024

A THESIS
USING MEMRISE APPLICATION TO IMPROVE STUDENTS'
VOCABULARY MASTERY AT SMPN 2 PATAMPANUA
PINRANG



BY
ERLINDA
REG. NUM. 19.1300.010

Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial Fulfilment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.)

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE

2024

SUPERVISORY COMMISSION APPROVAL

Thesis Title : Using Memrise Application to Improve Students' Vocabulary Mastery at SMP Negeri 2 Patampanua Pinrang

Student Name : Erlinda

Student Reg. Number : 19.1300.010

Study Program : English Education

Faculty : Tarbiyah

Basis for Supervisor Determination : Dean of the Faculty Tarbiyah Decree Number: 3608 Year 2022

Approved By:

Principal Supervisor : Dr. H. Ambo Dalle, S.Ag., M.Pd. (.....)

NIP : 19691231 199903 1 006


Co-Advisor : Nurul Hasanah, M.Pd. (.....)

NIP : 19910702 202012 2 022

Knowing:

Dean of the Faculty of Tarbiyah




Dr. Zulfah, M.Pd.

NIP. 19830420 200801 2 010

APPROVAL OF THE EXAMINING COMMISSION

Thesis Title : Using Memrise Application to Improve Students' Vocabulary Mastery at SMP Negeri 2 Patampanua Pinrang

Student Name : Erlinda

Student Reg. Number : 19.1300.010

Study Program : English Education

Faculty : Tarbiyah

Basis for Assigning Examiners : B.62/In.39/FTAR.01/PP.00.9/12/2023

Date of Graduation : January 11th, 2024

Approved By:

| | | |
|---------------------------------|-------------|---------|
| Dr. H. Ambo Dalle, S.Ag., M.Pd. | (Chair) | (.....) |
| Nurul Hasanah, M.Pd. | (Secretary) | (.....) |
| Dra. Hj. Nanning, M.Pd. | (Member) | (.....) |
| Muh. Yusuf, M.Pd. | (Member) | (.....) |



Following:
Dean of the Faculty of Tarbiyah

[Signature]
Dr. Zulfah, M.Pd. 9
NIP. 19830420 200801 2 010

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

أَلْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ. وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ سَيِّدِنَا مُحَمَّدٍ وَعَلَى آلِهِ وَاصْحَابِهِ أَجْمَعِينَ. أَمَّا بَعْدُ

First of all, the researcher would like to extend her highest gratitude to Allah swt, the Lord of the universe who has been giving us His mercy and blessing so that the researcher could finish this thesis as a part of the requirements for the degree of Sarjana Pendidikan (S.Pd.) at Tarbiyah Faculty of State Islamic Institute (IAIN) Parepare. Shalawat and salam are addressed to the beloved chosen prophet Muhammad saw.

Secondly, the researcher is grateful to her parents, Muhammad Talib and Hanisang, and her siblings for their prayers, moral support, and material support during the researcher education process.

Thirdly, the researcher also owes thanks to her advisor, H. Ambo Dalle, S.Ag., M.Pd., and Nurul Hasanah, M.Pd., who have provided guidance, direction, and valuable inputs during the process of writing this thesis. Therefore, the researcher would like to extend special thanks to:

1. Prof. Dr. Hannani, M.Ag., a Rector of IAIN Parepare, has tirelessly managed education at IAIN Parepare.
2. Dr. Zulfah, S.Pd., the Dean of the Tarbiyah Faculty at IAIN Parepare, for facilitating a positive educational experience for the students within the Faculty of Tarbiyah.
3. Kalsum, M.Pd., the Chairperson of the English Education Program at the Tarbiyah Faculty of State Islamic Institute (IAIN) Parepare, for her outstanding service to the students.

4. All the lecturers of the English Language Education program dedicated their time to educating the researcher during her studies at IAIN Parepare.
5. The staff of the Tarbiyah Faculty worked diligently to facilitate the administrative aspects of this research.
6. The big family of UPT SMP Negeri 2 Patampanua, especially to Mr. Drs. Sultan, M.Pd, and Mr. Alauddin, S.Pd.I, as well as to the students of class VII.3, for the warm welcome extended to the writer during the conduct of this research.
7. All her friends in the English Education Program 2019, especially Risdayanti Kaharuddin, always provided support and assistance and always accompanied the researcher in any situation in completing this thesis.
8. All people who have given their help in writing this thesis that the researcher could not mention one by one.

The researcher realizes that without the support and assistance of all the above parties, this thesis would not have been completed. Hopefully, this thesis can provide benefits and positive contributions to the field of English education. Finally, the researcher apologizes if there are any shortcomings in this thesis. The researcher also hopes that this thesis can be a useful reference material for further research.

Parepare, December 23rd, 2023
10 Jumadil Akhir 1445 H

The Researcher,



Erlinda
Reg. Num 19.1300.010

DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

The researcher who signed the declaration below:

Name : Erlinda
Students Reg. Number : 19.1300.010
Place and Date of Birth : Padang Loang, 17 August 2001
Study Program : English Program
Faculty : Tarbiyah
Title of Skripsi : Using Memrise Application to Improve Students
Vocabulary Mastery at SMPN 2 Patampanua Pinrang.

Stated this thesis is her own writing, and if it can be proved that it was copied, duplicated, or complied with by any other people, this thesis and degree that has been obtained would postponed.

Parepare, December 23rd, 2023
10 Jumadil Akhir 1445 H

The Writer,



Erlinda
Reg. Num 19.1300.010

ABSTRACT

Erlinda. *Using Memrise Application to Improve Students' Vocabulary Mastery at SMPN 2 Patampanua Pinrang* (Supervised by Ambo Dalle and Nurul Hasanah)

Vocabulary is one of the most important language components. Without a good mastery of vocabulary, students will struggle to learn and improve their English language skills. The Memrise application offers an effective solution by making it easy for users to memorize vocabulary in an enjoyable way. The objective of this research was to know whether the students' vocabulary mastery improved or not by using the Memrise application at SMPN 2 Patampanua.

This research applied a quantitative method by using a pre-experimental one-group pre-test and post-test design. The population was taken from the first-grade students of SMPN 2 Patampanua in the 2023/2024 academic year. The subject of this research was the students of class VII.3 at SMPN 2 Patampanua, which consists of 25 students. The sample was taken by using random sampling. The instrument used a vocabulary test. The researcher analyzed the data using the data analysis menu on Microsoft Excel. It was used to know whether there were differences in students' vocabulary mastery before and after treatment by using Memrise Application.

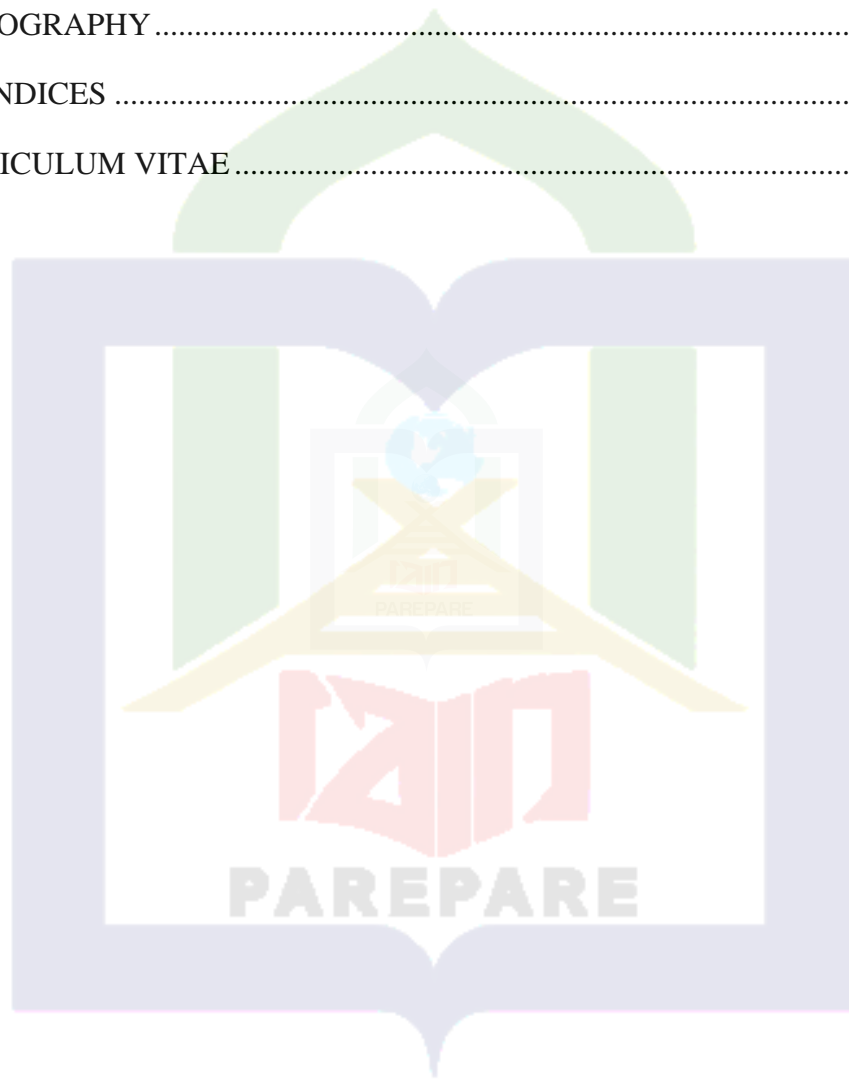
The result of this research indicated that there was an improvement in the students' vocabulary mastery before and after being taught using the Memrise application. Their score was 46.80 and 74.20 respectively. The level of significance (p) was 0.05, and $df = 24$. The value of the t-test was 10.60, while the value of the t-table was 2.06. It means that the t-test is greater than the t-table ($10.60 \geq 2.06$). It can be concluded that the student's vocabulary mastery significantly improved after receiving the treatment. As a result, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted.

Keywords: *Vocabulary Mastery, Memrise Application, Junior High School Students, English Subject, Teaching Media.*

TABLE OF CONTENTS

| | |
|---|------|
| COVER | i |
| COVER OF TITLE | ii |
| SUPERVISORY COMMISSION APPROVAL | iii |
| APPROVAL OF THE EXAMINING COMMISSION | iv |
| ACKNOWLEDGEMENT | v |
| DECLARATION OF THE AUTHENTICITY OF THE THESIS | vii |
| ABSTRACT | viii |
| TABLE OF CONTENT | ix |
| LIST OF TABLES | xi |
| LIST OF PICTURES | xii |
| LIST OF APPENDICES | xiii |
| CHAPTER I INTRODUCTION | 1 |
| A. Background | 1 |
| B. Research Question | 4 |
| C. The objective of the Research | 4 |
| D. Significance of the Research | 5 |
| CHAPTER II LITERATURE REVIEW | 6 |
| A. Previous Related Findings | 6 |
| B. Some Pertinent Ideas | 9 |
| C. Conceptual Framework | 28 |
| D. Hypothesis | 29 |
| CHAPTER III METHODOLOGY OF THE RESEARCH | 30 |
| A. Design of the Research | 30 |
| B. Location and Duration of the Research | 31 |
| C. Population and Sample | 31 |
| D. Research Variable | 32 |
| E. The Procedure of Data Collection | 33 |
| F. Instrument of Data Collection | 35 |
| G. Data Analysis Technique | 37 |
| CHAPTER IV FINDINGS AND DISCUSSION | 40 |

| | | |
|-----------------------|---------------------|------|
| | A. Findings..... | 40 |
| | B. Discussion | 44 |
| CHAPTER V | CLOSING | 50 |
| | A. Conclusion..... | 50 |
| | B. Suggestion | 50 |
| BIBLIOGRAPHY | | I |
| APPENDICES | | V |
| CURRICULUM VITAE..... | | XLII |



LIST OF TABLES

| Number of Tables | The title of Tables | Pages |
|-------------------------|---|--------------|
| 3.1 | The population of the research | 26 |
| 3.2 | The blueprint of pre-test and post-test | 30 |
| 3.3 | Classification of scoring in vocabulary | 31 |
| 3.4 | The Classification of Students' Scores | 32 |
| 4.1 | The students' scores on pre-test and post-test | 35 |
| 4.2 | The percentage of pre-test and post-test | 37 |
| 4.3 | Auto-Calculating Data Analysis by Using Microsoft Excel | 37 |

LIST OF PICTURES

| Number of Pictures | The title of the Pictures | Pages |
|---------------------------|--|--------------|
| 2.1 | Creating an Account | 20 |
| 2.2 | Vocabulary Theme | 21 |
| 2.3 | Starting the Learning | 21 |
| 2.4 | Audio Pronounce of Vocabulary, Typing Test, and Pronunciation Test | 22 |
| 2.5 | List of Vocabulary | 23 |
| 2.6 | Public Profile | 23 |
| 2.7 | Conceptual Framework | 27 |

LIST OF APPENDICES

| Number of Appendices | The title of the Appendices |
|-----------------------------|-------------------------------------|
| 1 | Surat Keputusan Pembimbing Skripsi |
| 2 | Surat Izin Melaksanakan Penelitian |
| 3 | Surat Izin Penelitian |
| 4 | Surat Keterangan Selesai Penelitian |
| 5 | Syllabus |
| 6 | Lesson Plan |
| 7 | Instrument of Pre-test |
| 8 | Instrument of Post-test |
| 9 | Students Test Result |
| 10 | Documentation |
| 11 | Learning Process by Memrise |
| 12 | Curriculum Vitae |

CHAPTER I

INTRODUCTION

A. Background

English is the primary language of communication between countries, international trade, and an essential requirement in education and employment. English language learning has become an important component of the education system in Indonesia. In addition, the country has made learning English a compulsory requirement for students from elementary school to college.¹ Therefore, English proficiency becomes an important factor for every individual. However, some findings show that English language learning in schools can still be said to be inadequate. This is indicated by the low scores of students in English subjects in the national exam and the low frequency of English usage among students.²

Learning a new language cannot begin without knowing the words in the language. According to Holidasia and Rupina, linguistic knowledge, also known as vocabulary knowledge, is a result of language acquisition because language serves as a medium of communication.³ In learning English, one is required to master several

¹ Roi Boy Jon et al., "The Challenges of English Language Teaching in Indonesia," *International Journal of English and Applied Linguistics (IJEAL)* 1, no. 3 (2021): 158–68, <https://doi.org/10.47709/ijeal.v1i3.1157>.

² Rochmat Budi Santosa, "Motivasi dalam Pembelajaran Bahasa Inggris: Studi Kasus pada Mahasiswa Jurusan Pendidikan Bahasa Inggris IAIN Surakarta," *Jurnal Ilmiah Didaktika: Media Ilmiah Pendidikan dan Pengajaran* 18, no. 1 (2017): 87, <https://doi.org/10.22373/jid.v18i1.3089>.

³ Rupina Holidazia and Rojab Siti Rodliyah, "Strategi Siswa dalam Pembelajaran Kosakata Bahasa Inggris," *Jurnal Penelitian Pendidikan* 20, no. 1 (2020): 11–20, <https://doi.org/10.17509/jpp.v20i1.24562>.

skills, including listening, speaking, reading, and writing. In addition, they must also know aspects of the language, such as pronunciation, vocabulary, and grammar.⁴

The mastery of a language requires a large and adequate vocabulary. As one of the areas of knowledge in language, vocabulary plays an important role for learners where vocabulary building is an essential aspect of their language development.⁵ Richards and Renandya in Nurul Izah stated that vocabulary is a basic language skill that is used to measure students' speaking, listening, reading, and writing skills.⁶ Vocabulary is also defined as a central component of language skills, and it provides a lot of the basis for how well a student speaks, listens, reads, and writes.⁷ In addition, Steahr in Saniago and Tira nur Fitria, said that vocabulary has a major contribution to reading and writing skills and is quite influential on speaking and listening skills.⁸ This shows that vocabulary matters a lot in language learning because it is the reference for mastering other aspects of language.

Observation conducted at SMP Negeri 2 Patampanua shows that students' mastery of English vocabulary is still relatively low. Limited time and ineffective learning methods often become obstacles for students in mastering English vocabulary. This is influenced by several factors, such as students' lack of knowledge

⁴ Vickry Ramdhan, "Pengaruh Penguasaan Kosakata dan Tata Bahasa terhadap Pemahaman Membaca Teks Narasi Bahasa Inggris," *Deiksis* 09, no. 02 (2017): 241.

⁵ Ivan Susanto Salawazo et al., "Analysis of Students' Vocabulary in Learning English," *Linguistic, English Education and Art (LEEA) Journal* 3, no. 2 (2020): 469–475, <https://doi.org/10.31539/leea.v3i2.1017>.

⁶ Nurul Izah, "Upgrading Students' Vocabulary through 'Memrise' App," *Proceeding of First Conference of English Language and Literature (CELL)*, 2019, 1–10.

⁷ Pangkuh Ajisoko, "The Use of Duolingo Apps to Improve English Vocabulary Learning," *International Journal of Emerging Technologies in Learning* 15, no. 7 (2020): 149–155, <https://doi.org/10.3991/IJET.V15I07.13229>.

⁸ Saniago Dakhi and Tira Nur Fitria, "The Principles and the Teaching of English Vocabulary: A Review," *JET (Journal of English Teaching)* 5, no. 1 (2019): 15, <https://doi.org/10.33541/jet.v5i1.956>.

about vocabulary, students' struggles in translating English words to Indonesian and vice versa, and boring and uninteresting learning methods are also factors that cause students' low interest in learning English.⁹

In presenting learning materials to students, the teacher can utilize technology as a learning tool in the form of learning applications or websites. The use of learning applications is one of the effective means to improve students' English language skills. In addition, the use of appropriate strategies and media is also very important so that classroom learning becomes more enjoyable and meaningful for students.¹⁰

The use of media and learning strategies aims to improve the motivation and interest of students in learning English, especially in vocabulary learning. One of the most popular English learning apps is Memrise. The rapid technological development and the students' character who like things that are sophisticated make the use of Memrise application one of the alternatives that can interest students in learning vocabulary.¹¹

The Memrise application can be utilized as an educational application that allows students to learn various subjects online and can be accessed on mobile devices. In addition, the app can also assist students in acquiring more vocabulary, build students' independence, and be an encouragement for students to learn

⁹ Fitriana Nur Aisyah, "Pengaruh Penggunaan Media Scrabble terhadap Peningkatan Penguasaan Kosakata Bahasa Inggris" (Skripsi Sarjana, Jurusan Pendidikan Guru Sekolah Dasar, Universitas Muhammadiyah Magelang, 2017).

¹⁰ Erna Nursyamsiah, "Penggunaan Media Aplikasi Duolingo dalam Meningkatkan Penguasaan Kosakata Bahasa Inggris Siswa Kelas VII SMP Negeri 3 Agrabinta Cianjur," *Jurnal Paedagogy* 8, no. 1 (2021): 67, <https://doi.org/10.33394/jp.v8i1.3251>.

¹¹ Retno Widia Agustin and Mutiara Ayu, "The Impact of Using Instagram for Increasing Vocabulary and Listening Skill," *Journal of Language Language Teaching and Learning (JELTL)* 2, no. 1 (2021): 1–7.

vocabulary in a new way.¹² In other word, the app is designed to help users improve their English vocabulary in an engaging and interactive way.

The research conducted by Robi Faizal Rohim showed that using the Memrise application can increase students' English vocabulary.¹³ In line with this research, Putri Annisa Zulhantiar said that using the Memrise application as digital media had an effect on the enrichment of vocabulary of grade VIII junior high school students.¹⁴ Therefore, this research will further investigate the use of the Memrise application to improve students' English vocabulary at SMP Negeri 2 Patampanua Pinrang. It is expected that the results of this research can make a positive contribution to the development of more effective and interesting English learning methods for students.

B. Research Question

The researcher formulated a research question based on the previous description: Is using the Memrise application able to improve students' vocabulary mastery at SMP Negeri 2 Patampanua Pinrang

C. The objective of the Research

Based on the research question above, the objective of the research is to find out whether or not the Memrise application improve students' vocabulary mastery at SMP Negeri 2 Patampanua.

¹² Jacob T. Reed and Daniel Hooper, "Students Perceptions of Mobile Learning of High Frequency Vocabulary Using the 'Memrise' App," *The Journal of Kanda University of International Studies* 30 (2018): 351–371.

¹³ Robi Faizal Rohim, "The Effect of Memrise Application Towards Students' Vocabulary Mastery," *Journal of English Language Learning* 6, no. 2 (2022): 194–98, <https://doi.org/10.31949/jell.v6i2.3656>.

¹⁴ Putri Anisa Zulhantiar, "The Effect of Using Memrise Application as Digital Media: Skill for Students' Vocabulary Enrichment at Eight Grade Students," (Muhammadiyah Sumatera Utara, 2022).

D. Significant of the Research

1. To researchers

The researcher expects that this study can be used to develop their skills in teaching vocabulary to students. The researcher hopes that the results of this research can be used as an extra reference by another researcher.

2. To students

The results of this research are expected to make the teaching and learning process more interesting and fun so that it can improve students' vocabulary.

3. To English's teachers

The teacher needs to use attractive techniques and media in the learning process, such as the Memrise application. The students would be interested in following the course, and the teacher should be capable of developing a good ambiance in the classroom so that the students can learn in a comfortable and enjoyable atmosphere.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

There are some previous research findings conducted by some researchers: Dian Fadhillawati, "*Learning and Reviewing Vocabulary Through Memrise to Improve Students' Vocabulary Achievement.*" The purpose of this study was to improve the vocabulary achievement of 39 second-semester students of the Faculty of Agriculture and Animal Husbandry at the Islamic University of Blitar by using Memrise. This research used the Classroom Action Research (CAR) design. Data for the research was collected through tests and questionnaires. This research was conducted in one cycle of action, which covered (1) planning, (2) acting, (3) observing and (4) reflecting. This research involved 39 students of Agriculture and Animal Husbandry at the Islamic University of Blitar. The results of the research show that the implementation of Memrise as a learning and reviewing vocabulary tool could improve the students' vocabulary achievement from the mean score of 60,45 (pre-test) to 86,27 (post-test). Moreover, the result of the research was strengthened by the students' positive responses toward the use of Memrise as a learning and reviewing vocabulary tool, as reflected in the results of the questions given.¹⁵

Stephanie Feli Taebenu and Caroline Victorine Katemba, "*Vocabulary Enhancement Through Memrise and Google Classroom.*" The purpose of this study is

¹⁵ Dian Fadhillawati, "Learning and Reviewing Vocabulary through Memrise to Improve Students' Vocabulary Achievement," *Journal of Academic Research and Sciences (JARES)* 1, no. 2 (2016): 4, <https://doi.org/10.30957/jares.v1i2.419>.

to see if there is a significant difference in vocabulary enhancement between females and males using Google Classroom and Memrise. This study employed a quantitative research method and a comparative design with a pre-test and post-test. The sample size for this study was 40 students. The students were divided into two groups; in those two groups, there were 20 female and 20 male students. The result of this study showed that both groups of students could enhance their vocabulary ability, but the female group showed a significantly higher enhancement compared to the male group. Another result showed there was a significant difference between the female and male groups in Memrise through Google Classroom. In summary, the findings indicated that Memrise was effective in helping students enhance and enrich their vocabulary.¹⁶

Siti Mutmainnah Rodiatam Mardiah, Siti Suharsih, and Aisyah Hamidiyah, *"The Use of Memrise Application in Teaching Speaking Skill: A Case Study of 7th Grade Students of SMPN 1 Mandalawangi"* This research aims to analyze the implementation of and students' responses to the Memrise application, a learning medium for teaching speaking skills, in terms of its acceptability of 7th grade students at SMPN 1 Mandalawangi. This research aims to know the implementation of the Memrise application in the classroom by observing and analyzing how students respond to this application through interviews. The method used in this research is a qualitative method with a case study design. Because in this pandemic period, the teachers limited students' activities and only provided opportunities for the researcher to examine ten students in 7th grade. The results of this research stated that ten

¹⁶ Stephanie Feli Taebenu and Caroline V. Katemba, "Vocabulary Enhancement through Memrise and Google Classroom," *Language Literacy: Journal of Linguistics, Literature, and Language Teaching* 5, no. 1 (2021): 228–41, <https://doi.org/10.30743/ll.v5i1.3813>.

students who had participated in this study felt a difference after using the Memrise application as a learning medium; 3 students stated that the Memrise application is a fun application; 3 other students stated that the Memrise application was easy to use and easy to understand, and four others stated that this Memrise application could help in improving their speaking skills. In addition, ten students who took part in this study also felt comfortable when learning using the Memrise application, and they suggested that learning in the classroom can be assisted by using applications so that learning can be easier and more enjoyable. Thus, it can be concluded that the use of Memrise applications can be applied and accepted by 7th-grade junior high school students in teaching speaking skills.¹⁷

Based on the findings of the previous studies above, researchers are also interested in using the Memrise application as a medium for vocabulary learning. Previous research focused on using Memrise to improve the vocabulary and listening skills of students at the junior high and university levels. The difference between the previous research and this research is that the previous research used a case study design, comparative design, and CAR (classroom action research) design. In this study, the researcher used a pre-experimental design to determine the effectiveness of using the Memrise application to improve students' vocabulary mastery.

¹⁷ Siti Mutmainnah Rodiatam Mardiah, Siti Suharsih, and Aisyah Hamidiyah, "The Use of Memrise Application in Teaching Speaking Skill : A Case Study Of 7th Grade Students of SMPN 1 Mandalawangi," *Undergraduate Conference on Language, Literature, and Culture (UNCLLE)* 2, no. 1 (2022): 488–492.

B. Some Pertinent Ideas

1. Vocabulary

a. Definition

Vocabulary refers to the words and phrases in a language, including their meanings, definitions, and translations. It is typically arranged alphabetically. According to Syahrip et al., vocabulary is the number of words that students or English language learners have mastered, with a list of words arranged like a dictionary but containing short and practical explanations.¹⁸ A strong vocabulary, including speaking, listening, writing, and reading, is essential for effective communication. The more vocabulary you know, the better you can understand what you hear and read, and the better you are able to convey your opinions or ideas when speaking or writing.¹⁹ As Richards and Willy A. Renandya explain that, vocabulary is a fundamental aspect of language proficiency, which significantly influences students' speaking, listening, reading, and writing abilities.²⁰

According to Milton, the realization that vocabulary is essential to language learning has led to methodical descriptions and assessments of vocabulary proficiency, allowing researchers to simulate the expansion of

¹⁸ Muhammad Syahrip et al., "Improving Students Vocabulary Mastery by the Used of Mnemonic Technique," *English Language Journal* 8, no. 2 (2022): 168–170.

¹⁹ Bambang Nur Alamsyah Lubis, Azizah Husda, and Putri Annisa Zuhantiar, "Memrise Application as Digital Media Skill to Enrich Students' English Vocabulary at Junior Highschool in Medan," *Jurnal Education and Development* 11, no. 1 (2023): 459–467, <https://doi.org/10.37081/ed.v11i1.4542>.

²⁰ Jack C Richards and Willy A Renandya, *Methodology in Language Teaching an Anthology of Current Practice* (New York: Cambridge University Press, 2002), 255.

foreign language lexicons at different stages of language development.²¹ In other words, vocabulary is a term that we must know in order to communicate well, which includes words used in speaking and words that are listened to.

Based on the statements above, it can be concluded that vocabulary is a set of words that form the foundation of a language that can be used to label nouns, adjectives, and verbs so that they can be assembled into a sentence or language that can be used as a means of communication.

b. Kinds of vocabulary

Words are fundamental units of language that express ideas. Linguistics categorizes vocabulary into two types:

- 1) Receptive vocabulary refers to words that students understand when used in context but cannot pronounce. Students recognize this vocabulary when they encounter it while reading but do not use it in speaking or writing. In essence, listening and reading are receptive skills as they involve receiving information from an external source. This information is conveyed through words or lexical items that can be understood in the context of listening and reading.
- 2) Productive vocabulary refers to the set of words that learners understand, can pronounce correctly, and can use effectively in both spoken and written communication. It encompasses receptive vocabulary and the ability to use words appropriately. This makes

²¹ Camilla Bardel, Christina Lindqvist, and Batia Laufer, *L2 Vocabulary Acquisition, Knowledge and Use New Perspectives on Assessment and Corpus Analysis*, ed. Gabriele Pallotti and Fabiana Rosi (Published by Eurosla, 2013), 7.

productive vocabulary an active process as learners can use words to express their thoughts to others.²²

c. Types of vocabulary

Montgomery identifies four types of vocabulary: listening, speaking, reading, and writing. Listening and speaking vocabulary are acquired years before reading and writing vocabulary. Written language is based on spoken language. Each type serves a different purpose, and vocabulary development in one type facilitates growth in the others.

- 1) **Listening Vocabulary:** This type of vocabulary refers to words that can be heard and understood. At sixteen weeks old, he was able to perceive sounds. Most people can identify and understand nearly 50,000 words. However, in this case, the number of words developed is much less than that of a typical child with normal hearing.
- 2) **Speaking Vocabulary:** Speaking vocabulary refers to the words used when communicating with others. Most adults use between 5,000 and 10,000 words for this purpose, which is significantly less than their listening vocabulary. This is due to the level of comfort in using these words.
- 3) **Reading Vocabulary:** This section refers to the words that readers understand when reading a text. Reading involves perceiving and analyzing the message that the writer intends to convey through written language.

²² Hasan, "Improving Students English Vocabulary by Using Tic Tac Toe Game at the Second Year of SMP Negeri 7 Satap Maiwa Kabupaten Enrekang," *Jurnal Pendidikan* 2, no. 2 (2018): 80.

- 4) Writing Vocabulary: This category of vocabulary refers to the words we use when writing to express ideas. It can be challenging to convey the same concept or thought through writing using the same words that we use in our everyday speech. This is because written words are influenced by vocabulary. Therefore, it is crucial to carefully select the appropriate words when writing.

Based on the explanation above, it is important for researchers to be aware of the different types of vocabulary. This can aid in introducing students to new vocabulary and is a simple process.²³

d. The Importance of Vocabulary Mastery

Mastery of vocabulary is crucial in communication, particularly in English language acquisition for students. It involves recognizing, understanding, and using words accurately in listening, speaking, reading, and writing.²⁴ Vocabulary plays an important role in mastering English, especially for students. Learning vocabulary is not an easy job. New words will quickly disappear if they are just memorized and not used in everyday life.²⁵ Mofareh Alqahtani said that vocabulary is very important to learn because vocabulary is needed to communicate ideas and express meaning in speech.²⁶ There are

²³ Judy K Montgomery et al., *The Bridge of Vocabulary: Evidence Based Activities for Academic Success*, 1st Editio (USA: Pearson Clinical Assessment, 2007).

²⁴ Umi Atun Zahro et al., "Penguasaan Kosakata Bahasa Indonesia Anak Dari Segi Umur, Jenis Kelamin, Jenis Kosakata, Sosial Ekonomi Orang Tua, dan Pekerjaan Orang Tua," *Seminar Nasional Pendidikan Bahasa dan Sastra* (2020): 189.

²⁵ Afaf Abdelrahim and Jalal Eldin Ahmed, "The Role of Vocabulary Learning Strategies in Enhancing EFL Learners' Writing Skills," *International Journal of Humanities Social Sciences and Education (IJHSSE)* 4, no. 8 (2017): 41–50.

²⁶ Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How To Be Taught," *International Journal of Teaching and Education* 3, no. 3 (2015): 21–34, <https://doi.org/10.20472/TE.2015.3.3.002>.

several reasons why students should learn vocabulary, such as 1) lack of vocabulary, which will make it difficult for them to follow or understand the teacher's explanation, and 2) limited vocabulary, which will make students passive in class.²⁷ Learning vocabulary is crucial for acquiring English language skills as it is one of the fundamental components of language acquisition.

Mastery of vocabulary is crucial in communication, particularly in English language acquisition for students. It involves recognizing, understanding, and using words accurately in listening, speaking, reading, and writing. Memorizing new words without practical application is insufficient for long-term retention. Mofareh Alqahtani stated that vocabulary is crucial for the effective communication of ideas and meanings in speech. Students should learn vocabulary to avoid difficulties in following or comprehending the teacher's explanations due to a lack of or limited vocabulary. Learning vocabulary is crucial for acquiring English language skills as it is one of the fundamental components of language acquisition.

²⁷ Fadhilawati, "Learning and Reviewing Vocabulary through Memrise to Improve Students' Vocabulary Achievement."

e. Indicators of Vocabulary

According to Thornbury, there are four indicators of vocabulary follow as:²⁸

1) Pronunciation

Pronunciation is a way of saying or pronouncing vocabulary in a language. The way words are pronounced is one of the aspects that has a big influence on language mastery. A person's vocabulary mastery is said to be good if he is able to pronounce words correctly.

2) Spelling

In general, spelling is the act of forming words correctly and the ability to spell. Spelling in Indonesian emphasizes the pronunciation of letters, while in English, it emphasizes the formation of words with the correct order of letters, so spelling does not emphasize the ability to pronounce letters but how to form words with the correct order of letters.

3) Meaning

Meaning is the meaning of a word. A good way to explain the meaning of a new word to learners is by using objects, characters, gestures, actions, photos, or diagrams. Finding the meaning of a new word can be done by translating it into the native language according to the learning material being implemented.

4) Word use

Word use refers to how a word, phrase, or concept is employed in a language. It is analyzed to determine patterns of regional or social

²⁸ Scott Thornbury, *How to Teach Vocabulary*, (Essex: Person Education Limited, 2007), p.27.

usage as well as meaning. When using words, it is important to choose those that are appropriate for their intended use so that the intended meaning can be conveyed accurately. The meanings of most words are learned indirectly by students through their daily interactions with oral and written language, while others are learned through designed instruction.

2. Memrise

a. Definition

Memrise is a foreign language learning platform. Memrise was created by Ed Cooke in 2010, along with two colleagues, Ben Whately and Greg Detre. The language learning platform is available through a website and can also be downloaded as a mobile app. The Memrise app has been available for iOS and Android devices since 2013. In Memrise, not only English is focused on, but also many other languages such as Chinese, French, Italian, Russian, German, Portuguese, Spanish, and many more. This app covers almost all languages in the world.²⁹

Memrise offers both free and premium subscription options. With a free account, users can only access limited courses and features. However, with a premium subscription, users can unlock additional content. The premium feature also allows users to download courses so they can learn offline and track their progress more comprehensively.

²⁹ Eva Nurul Candra and Hermariyanti Kusumadewi, "Pengenalan Aplikasi Memrise untuk Meningkatkan Kompetensi Bahasa Inggris melalui TOEFL," *Jurnal PkM Pengabdian kepada Masyarakat*, no 01 (2018): 224-230.

Dian Fadhillawati said that Memrise incorporates an engaging learning design that makes learning words fun, quick, and effective.³⁰ The Memrise platform is based on the long-standing concept of flashcards, which are pieces of paper with a word or phrase in the target language written on one side and its translation on the other. Memrise has adapted this concept into a digital and interactive form to facilitate language learning.

Memrise is also known as a free foreign language learning tool that helps its users improve their skills. The app uses audio, images, and memory techniques to connect words and make them easier to remember.³¹ Vocabulary and phrases are taught over and over again for quick recall. In addition, Memrise also allows users to learn specific aspects of language, such as vocabulary, grammar, and more. Memrise uses an algorithmic system of reviewing material where users have to visit and repeat the material repeatedly, but on a predetermined time schedule, with multiple reminders to recall when the review is done.³²

Based on the explanation above, it can be concluded that Memrise is a foreign language learning tool with an attractive and fun design that focuses not only on mastering vocabulary but also on other language aspects, such as listening to pronunciation and speaking with memorization and repetition methods.

³⁰ Fadhillawati, "Learning and Reviewing Vocabulary through Memrise to Improve Students' Vocabulary Achievement," 36.

³¹ Rohim, "The Effect of Memrise Application Towards Students' Vocabulary Mastery."

³² Masoud Azizi Abarghoui and Saeed Taki, "Measuring the effectiveness of using Memrise" on high school students' perceptions of learning EFL," *Theory and Practice in Language Studies* 8, no. 12 (2018): 1758-1765.

b. Features of the Memrise app

In the Memrise app, there are four stages of learning. Learning is the first level of learning and is divided into sub-categories: Words and Phrases and Learning Grammar. Review is the next stage, which has sub-stages: Difficult Words, Classic Review, and Speed Review. Then, there is immersion with sub-stages, learning with locals, and listening skills. Finally, there is communication, which includes pronunciation.

1) Words and Phrases

Words and Phrases is a mode that will display material that has not been learned in a particular course. Here, new words are presented in written, audio, and video form. Users will be exposed to four different types of tests: multiple choice, tapping test, typing test, and listening test. During the new word-learning mode, repetition will be used to help strengthen memory. New words will be introduced gradually, and users will be required to repeat and test their understanding periodically.

2) Classic Review

The "Classic Review" feature displays previously learned words and phrases and asks users to review them with multiple-choice questions, listening tests, and more. In this mode, users will be given a set of words or phrases that need to be repeated. They will see the words and be asked to recall their meaning or translate them. This feature helps users retain and reinforce their understanding of the vocabulary and phrases they have learned.

3) Speed Review

Speed Review tests users on all the words that have been learned so far in the course and are ready for review. In this mode, users will be given a limited amount of time to answer as many questions as possible. This feature is designed to train the user's speed of comprehension and response to vocabulary. Through this exercise, users can improve their ability to recognize and recall words quickly and master them in the appropriate context.

4) Difficult words

This feature is designed to assist users in identifying and focusing on words that are difficult or challenging for them. Users can manually mark difficult words if desired. This feature analyzes words that are difficult for the user (i.e., items that the user has answered incorrectly one or more times in the past) so that the user can practice them during dedicated sessions.

5) Listening Skills

Listening Skills is an audio-only review session that will help users practice their listening skills. This mode will test the user's understanding of all the material learned so far in the course. Exercises in this audio-only session include selecting the word the user hears from four choices, typing the word heard, and multiple choice questions for pronunciation.

6) Learn with Locals

This feature is exclusive to Memrise courses. It presents users with a video clip of a native speaker saying a phrase or sentence, followed by a prompt to match the clip with the correct choice or type in what was heard.

7) Pronunciation

In the "pronunciation" feature, users will be given the opportunity to listen to the pronunciation of words or phrases in the chosen language. They can listen to voice samples from native speakers. Users are then asked to practice their own pronunciation by recording their voice and comparing it with the given example. This feature helps users in practicing their ability to pronounce words correctly and naturally. They can improve intonation, accent, and emphasis in their pronunciation through repeated practice. This feature also provides immediate feedback so users can actively evaluate and improve their pronunciation.³³

It is important to note that not all the features mentioned above can be accessed for free. Some features are only available to premium users. Basic features such as "Words and Phrases," "Classic Review," and "Speed Review" are available to all users who register with a free account. However, additional features such as "Pronunciation," "Difficult Words," "Learn with Locals," and "Listening Skills" are only accessible to the Memrise Pro premium membership. Paid subscribers can also use "Offline Mode" to download the

³³ Xiaomeng Zhang, "Memrise," *Calico Journal (Online)* 36 (2019): p 155–156.

materials to their phones and access them without an internet connection. In this study, the researcher chose to use the "Words and Phrases," "Classic Review," and "Speed Review" features because they were sufficient to achieve the research objectives. Constraints in accessing other features are also the reason why the researcher chose the free features, as there are some features that can only be accessed with a premium subscription.

c. The benefit of the Memrise app on English vocabulary acquisition

Memrise is one of the English vocabulary learning apps designed to help users expand their vocabulary in an effective and fun way. Memrise offers an interactive learning method that uses visualization to help students memorize vocabulary. Memrise also allows users to choose the difficulty level of the vocabulary and the type of vocabulary they want to learn.

By using Memrise to learn and study vocabulary, students can do so in a comfortable environment and avoid boredom due to the interesting visual media.³⁴ The feature that distinguishes Memrise from other applications is that Memrise is not just an application but also has several tools to help users learn vocabulary.³⁵

³⁴ Dessy Natalia Kasa, "Applying Memrise App to Improve Student's Vocabulary in Online Learning During the Covid 19 Period at Joykids Private Lesson," *Journal of Education and Research* 1, no. 1 (2022): 1–12.

³⁵ Zahra Zohoorian, Masoud Noorbakhsh, and Mitra Zeraatpishe, "EFL Learners' Vocabulary Achievement and Autonomy: Using Memrise Mobile Application," *Indonesian Journal of EFL and Linguistics* 7, no. 2 (2022): 233–249.

d. Advantages and disadvantages of the Memrise application³⁶

1) Advantages of Memrise application

Here are some of the advantages of the Memrise application:

- a) Effective learning method: Memrise uses proven effective learning methods, such as spaced repetition and visual association. The spaced repetition system helps users remember and reinforce vocabulary with optimally organized repetition. Meanwhile, creative visual associations help users connect vocabulary with images or stories to facilitate recall.
- b) Interactive learning: Memrise provides interactive exercises that actively engage users. Users can answer questions, write vocabulary, listen and match words, and participate in challenges and competitions. This makes learning more interesting and engages the user directly.
- c) Fun learning platform: Memrise is said to be fun in language learning due to its engaging learning design, fun interactive exercises, challenges, and competitions that provide a gaming aspect, creative visual associations, social features with user communities, and flexible accessibility. With the combination of these features, Memrise creates a fun and entertaining learning experience for users.

³⁶ Lih-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 (IJTE)* 6, no. 4 (2023): 585-586.

2) Disadvantages of Memrise application

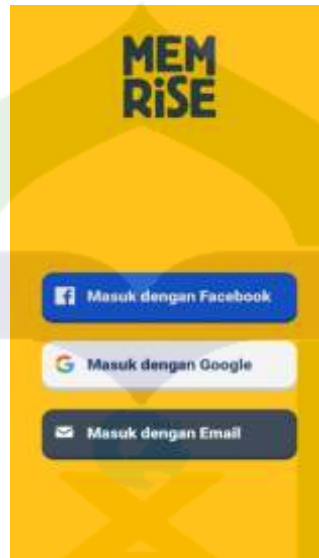
Here are some of the advantages of the Memrise application:

- a) Dependence on internet connection: Dependence on internet connection is the main obstacle for Memrise users, especially in areas with no signal or weak connection. Users have to rely on mobile data quotas, which can limit the consistency of their learning. Network disruptions can stop access completely, and the download feature sometimes does not include all learning materials.
- b) Limited Material for Advanced Levels: The Memrise app does not provide material that is in-depth or challenging enough for higher language levels. This can be a problem if users are looking for more complex or in-depth lessons.
- c) Free Feature Limitations: Although Memrise has a free version, there are some premium features that require a subscription fee. Free users have limited access to some materials or features they may want.
- e. The procedures for using the Memrise application

Memrise is available in both website and app versions. The basic version of Memrise can be accessed for free, but a purchase is required for the pro version. In this study, researchers focus on the use of the app-based pro version of the mobile device. This is because the use of mobile devices in the current era is very helpful and beneficial for students, especially in the learning process.

Here are the steps to use the Memrise app:

- 1) Before starting to use Memrise, students must ensure that they have downloaded the app beforehand. Students can download the app from the Google Play Store or the App Store.



Picture 2.1 Creating an Account

- 2) After downloading the app, students can create an account and log in using either their Facebook, Google, or email account. It is recommended that students create an account to save their progress across devices.



Picture 2.2 Vocabulary Theme

- 3) To begin the lesson, students should click on the 'Mulai Belajar' menu bar and wait briefly. The app will then display the menu bar for each level, and students can select the word or phrase theme they want by clicking on the center button (Kajian Cepat).



Picture 2.3 Starting the Learning

- 4) Let's start learning. After the student clicks "Mulai Belajar," the menu bar will display the vocabulary list. Memrise uses a garden metaphor to aid memory retention. Vocabulary items are planted as 'seeds' and are repeated in increasing difficulty levels, starting from easy to intermediate and then to more difficult. Audio pronunciation is available for each vocabulary word. Students will be assessed through typing, pronunciation, and multiple-choice tests.



Picture 2.4 Audio Pronounce of Vocabulary, Typing Test, and Pronunciation Test

- 5) On the Memrise homepage, users progress through levels represented as planets, each with a specific theme. To advance to the next level, students must master a set number of words and phrases. As they answer questions correctly, they move from one screen to the next. If a student provides an incorrect answer, it only takes a few more steps to complete the level as the word or phrase will be taught to them again.



Picture 2.5 List of Vocabulary

- 6) On this public profile section, the points earned from each level are displayed. The profile page functions as a report card, indicating the number of words the student has learned, the badges they have earned, the learning level they have achieved, and their position on the leadership board.



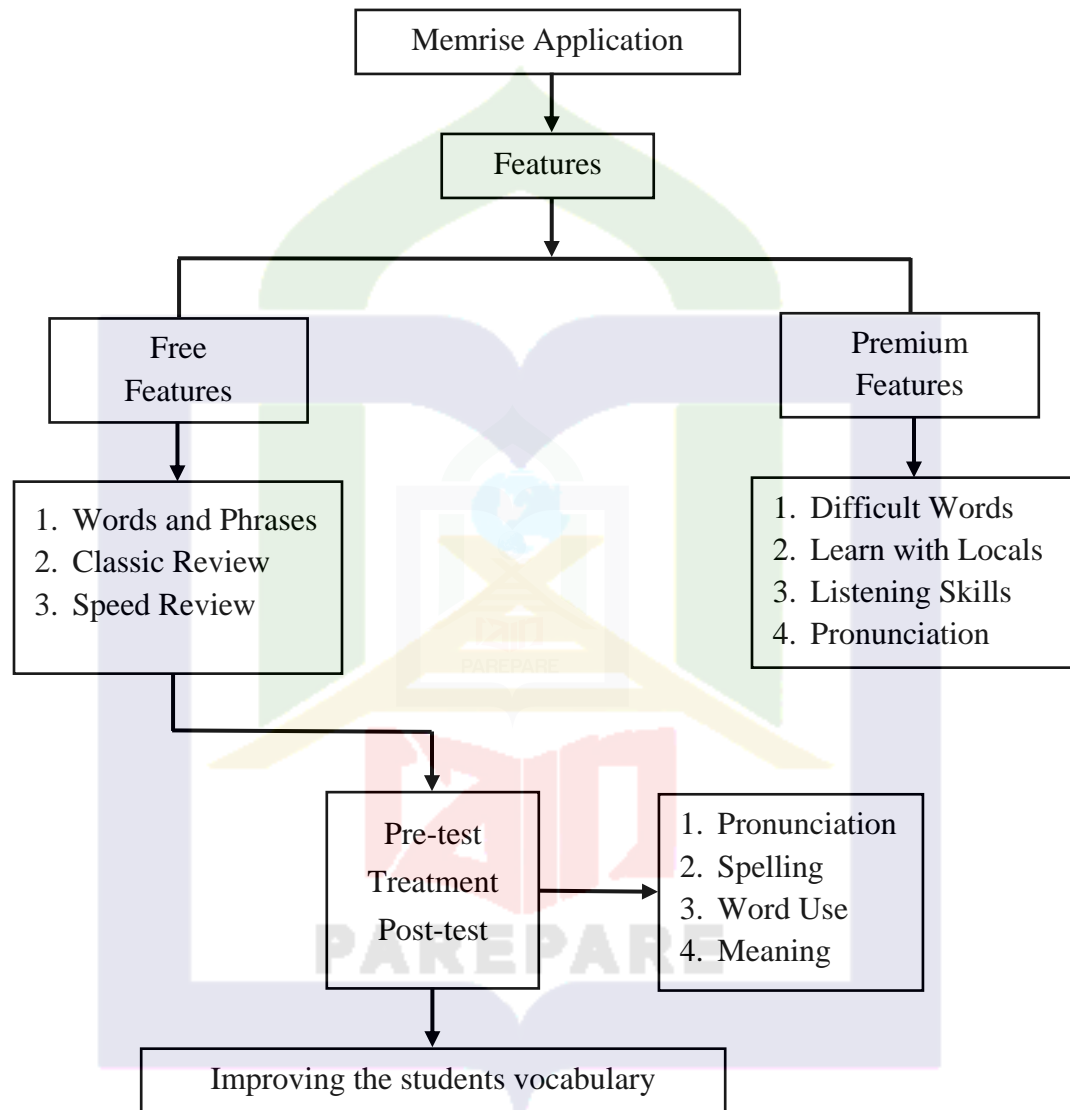
Picture 2.6 Public Profile

- 7) Students can assess their memory with these tests. One of the tests is a multiple-choice test that presents Indonesian words and asks the student to select the corresponding English word. One of the tests is a multiple-choice test that presents Indonesian words and asks the student to select the corresponding English word. Another test plays a recording of a word or phrase spoken by a native speaker, and the student must guess its meaning. The final assessment is a fill-in-the-blank test. This test presents English words, and the student's task is to write down their meanings. Finally, students can view their ranking of previously learned words or phrases through their respective profiles.



C. Conceptual Framework

The following diagram shows the research's conceptual framework:



Picture 2.7 Conceptual Framework

In learning English, students often experience difficulties in mastering vocabulary. To overcome this, researchers used the Memrise application as a learning media that can help improve students' vocabulary mastery. This app has features such as "Words and Phrases", "Classic Review", and "Speed Review" that can support vocabulary teaching. To test the effect of using Memrise application on vocabulary mastery, the researcher conducted three stages, namely pre-test, treatment, and post-test. In these stages, improvements in pronunciation, spelling, word use, and understanding of the meaning of words will be seen as indicators of vocabulary mastery.

D. Hypothesis

Based on the previous literature and the problem statement above, the hypothesis can be formulated as follows:

- (H_a): The Memrise application is able to improve students' vocabulary mastery at the second-grade students of SMP Negeri 2 Patampanua.
- (H_o): The Memrise application is not able to improve students' vocabulary mastery at the second-grade students of SMP Negeri 2 Patampanua.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Design of the Research

Based on the problems to be studied, this research uses quantitative research with a pre-experimental one-group pre-test and post-test design. Quantitative research is a type of research that produces findings that can be obtained using statistical procedures or other ways of quantitative measurement.³⁷ Pre-experimental research is research conducted to determine the effect of giving treatment to research subjects.³⁸ A pre-experimental design with one group pre-test and post-test is used by the researcher. One group pre-test and post-test is a group that is measured not only after being given a certain treatment but also before. The one-group pre-test and post-test design is explained as follows:

$$O_1 - X - O_2$$

Where:

O_1 = Pre-test

X = Treatment

O_2 = Post-test³⁹

³⁷ V. Wiratna Sujarweni, *Metodologi Penelitian: Lengkap, Praktis, Dan Mudah Dipadami* (Yogyakarta: Pustaka Baru, 2014), 39.

³⁸ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 2016.

³⁹ Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2010), p.110-111.

B. Place and Duration of the Research

This research was conducted at SMPN 2 Patampanua Pinrang, South Sulawesi, in the 2022-2023 academic year. The reason for choosing this location is because the researcher found that seventh-grade students have problems with mastery of English vocabulary, and the researcher wants to provide new concepts in vocabulary learning. In addition, in this location, there has never been a researcher who examined the use of the Memrise application to improve students' vocabulary mastery. The research will be conducted for approximately two months with six meetings.

C. Population and Sample

1. Population

According to Sugiono in Mukhtazar, a population is a generalized area consisting of objects or subjects with qualities and characteristics identified by researchers to study and then draw conclusions.⁴⁰ The population in this study is all VIII grade students at SMP Negeri 2 Patampanua Pinrang, with the following number:

⁴⁰ Mukhtazar, *Prosedur Penelitian Pendidikan* (Yogyakarta: Absolute Media, 2020).

Table 3.1 Population of Class VII SMP Negeri 2 Patampanua

| No | Class | Number of students |
|-------------------|--------|--------------------|
| 1 | VII. 1 | 28 |
| 2 | VII.2 | 27 |
| 3 | VII.3 | 25 |
| 4 | VII.4 | 27 |
| 5 | VII.5 | 26 |
| 6 | VII.6 | 25 |
| Total of students | | 158 |

Data source: Administration of SMP Negeri 2 Patampanua

2. Sample

Arikunto, in Arfatin Nurrahmah et al., said that the sample is part of or representative of the population under study.⁴¹ In this research, sampling was carried out using the cluster random sampling technique because all groups have the same qualifications and are evenly distributed. The research took one class for the experimental class. The researcher randomly chose 1 group, and the result is class VII 3, with 11 male students and 14 female students, so the total sample in this research is 25 students.

D. Research Variable

In this research, there are two types of variables involved: an independent variable and a dependent variable.

1. The independent variable (X) is a variable that improved the dependent variable's result. The independent variable of this research was the use of the Memrise application.

⁴¹ Arfatin Nurrahmah et al., *Pengantar Statistika 1* (Bandung: Media Sains Indonesia, 2021).

2. The dependent variable as (Y) is a variable whose value influence or depends on the value of the other (independent variable). The dependent variable of this research was improving students' vocabulary mastery.

E. Procedure of Data Collection

To collect data, the researcher administered a pre-test, treatment, and post-test.

1. Pre-test

Before getting treatment, students were given a pre-test using the Memrise application to assess their initial knowledge before the material was delivered. The test consisted of 20 questions, and students were given 45 minutes to answer them.

2. Treatment

After being given a pretest, students are given treatment using the Memrise application on their smartphone during learning. At this stage, the researcher refers to the lesson plan that has been prepared. In general, the treatment that the researcher carried out was as follows:

- a) In the first meeting, the researcher introduces himself to the students, and said that during 6 meetings the researcher would be the English teacher in the class. The researcher also briefly explained the new teaching method using the Memrise application. After that, the researcher gave a pre-test to see students' basic abilities before using the Memrise application. Before ending the lesson, the researcher provides

instructions on how to use the Memrise application as a learning medium.

- b) In the second meeting, the researcher presented material about greetings and responses. Then, the researcher asked the participants to open the Memrise application to explore more new phrases/vocabulary. At this meeting, the researcher directed students to do exercises in the Memrise application to deepen their understanding of greeting expressions.
- c) The third meeting, the researcher presented material regarding thanks and responses. Then, the researcher asked the participants to open the Memrise application to explore more new phrases/vocabulary. At this meeting, the researcher directed students to do the exercises in the Memrise application to deepen their understanding of the expression of thanks. After doing several exercises on the Memrise application, the researcher gave examples of situations and then asked students to practice using expressions of gratitude.
- d) The fourth meeting, the researcher presented material about apologies and responses. Then, the researcher asked the students to open the Memrise application to explore more new phrases/vocabulary. At this meeting, the researcher directed students to do exercises in the Memrise application to deepen their understanding of the expression of apology. After carrying out several exercises on the Memrise application, the researcher gave examples of situations and then asked students to practice using apology expressions in pairs.

e) The fifth meeting, the researcher presented material about leave and responses to it. After presenting the material, the researchers asked students to open the Memrise application to explore more new phrases/vocabulary. At this meeting, the researcher directed students to do exercises in the Memrise application to deepen their understanding of farewell expressions. After doing several exercises on the Memrise application, the researcher gave an example situation and then asked the students to practice using separation in pairs.

f) The Sixth meeting

In this meeting, the researcher was given a post-test to see if there was an increase in vocabulary mastery after using the Memrise application as a learning medium.

3. Post-test

After the treatment was given, the researcher was given a post-test. This post-test will show the improvement in students' vocabulary mastery after the provision of material using the Memrise application. The test consisted of 20 questions, and students were given 45 minutes to answer them.

F. Instrument of Data Collection

1. Test

The researcher used a vocabulary test as an instrument in this study. The test was applied in pre-test and post-test. The pre-test is conducted to find out the extent of students' vocabulary mastery before using the Memrise application, while the

post-test aims to find out the extent of students' vocabulary mastery after using the Memrise application. Here is the blueprint for pre-test and post-test:

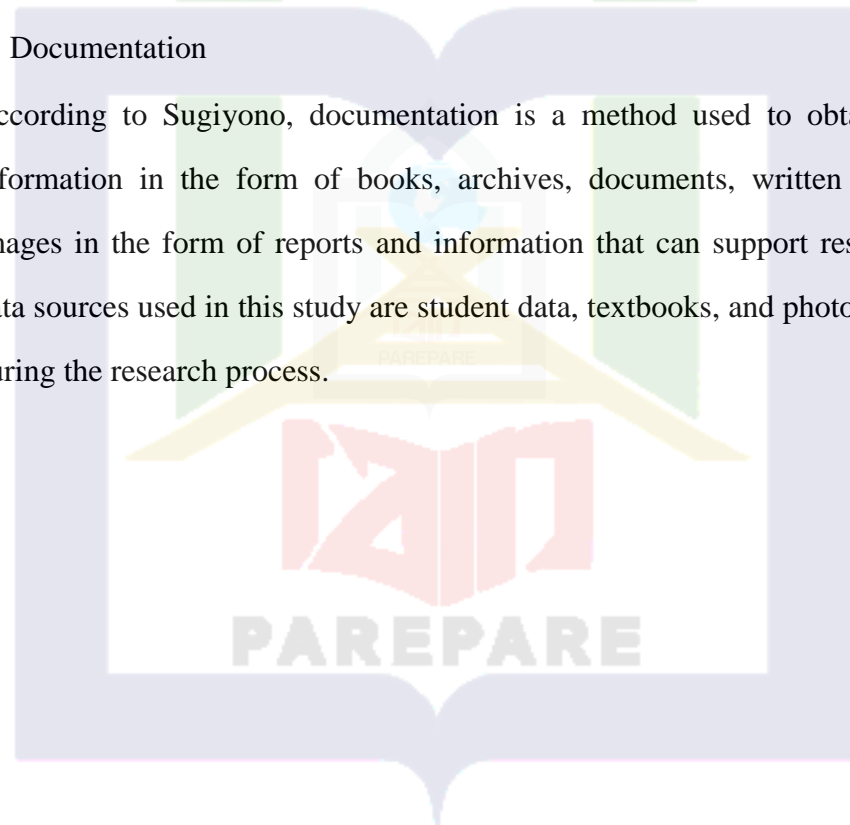
Table 3.2 The Blueprint of Pre-test and Post-test

| No | Indicator | Question Number |
|----|---------------|--------------------------------|
| 1 | Pronunciation | 18, 19, 20 |
| 2 | Spelling | 15, 16, 17 |
| 3 | Word Use | 1, 2, 8, 9, 10, 11, 12, 13, 14 |
| 4 | Meaning | 3, 4, 5, 6, 7 |

Data Source: The Blueprint of the Pre-test and Post-test

2. Documentation

According to Sugiyono, documentation is a method used to obtain data and information in the form of books, archives, documents, written figures, and images in the form of reports and information that can support research.⁴² The data sources used in this study are student data, textbooks, and photographs taken during the research process.



⁴² Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2018).

G. Data Analysis Technique

The technique was used to analyze the data that has been collected using the instrument:

1. Classification of scoring vocabulary⁴³

Table 3.3 Classification of Scoring in Vocabulary

| No | Rated aspect | Indicator | Score |
|----|---------------|---|-------|
| 1 | Pronunciation | Students can pronounce English vocabulary fluently | 20 |
| | | Students have not been able to pronounce English vocabulary fluently. | 10 |
| 2 | Spelling | Students can spell words correctly | 20 |
| | | Students have not been able to spell words correctly | 10 |
| 3 | Meaning | Students can interpret English vocabulary well | 20 |
| | | Students have not been able to interpret English vocabulary well | 10 |
| 4 | Word use | Students can use the correct words in sentences. | 20 |
| | | Students have not been able to use the correct words in sentences. | 10 |

Data Source: Tri Lestari Nela NR, 2023.

2. Scoring the result of the test

$$\text{Score} = \frac{\text{Correct answer}}{\text{Total number of question}} \times 100$$

⁴³ Tri Lestari Nela NR, Rubrik Penilaian Vocabulary (Scribd, 2018) <https://id.scribd.com/document/395693009/Rubrik-Penilaian-Vocabulary> (15 April 2023).

3. Classifying the score of the students' vocabulary

Table 3.4 The Classification of Students' Scores

| No | Score | Classification |
|----|--------|-------------------------|
| 1 | 86-100 | Excellent |
| 2 | 71-85 | Good |
| 3 | 56-70 | Fair |
| 4 | 41-55 | Poor |
| 5 | ≤ 40 | Very Poor ⁴⁴ |

Data Source: Suharsimi Arikunto, 2009

4. Percentage

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

Which:

P = Percentage

F = Frequency

N = Total number of Sample⁴⁵

5. Using Microsoft Excel to do the Data Analysis

To calculate student learning outcomes in the pre-test and post-test, the researcher used automatic data analysis in Microsoft Excel 365 using the toolbar menu t-test paired two samples for mean, namely the data test conducted on paired samples, which was used to compare the mean scores of paired samples.

⁴⁴ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan: Edisi Revisi* (Jakarta: PT. Bumi Aksara, 2009), p.245.

⁴⁵ Anas Sudijon, *Pengantar Statistik* (Jakarta: RAJA Grindo Persada, 2006)

Paired sample data were data from the same sample but received two different treatments, such as pre-test and post-test. The steps are as follows:

- a. Bring out the data analysis icon.
 - 1) File – options – add-ins.
 - 2) Choose Excel, adding in the option of manage.
 - 3) Click go.
 - 4) Checklist the analysis tool pack, then click ok.
 - 5) The data analysis menu displays the data toolbar.
- b. Input pre-test and post-test score
- c. Data analysis
 - 1) Click data – data analysis.
 - 2) Click T-test paired two samples for means.
 - 3) Input data from the pre-test and post-test with label.
 - 4) Checklist labels box.
 - 5) Alpha 0,05 (5%) of mistakes accepted.
- d. The results of the data analysis are displayed in a table.

The table shows:

 - 1) The mean score of pre-test and post-test
 - 2) Observation Total sample
 - 3) T-stat or T-test
 - 4) T Critical Two-tail or T-table
 - 5) This research was successful if the T-test value was higher than the T-table value.



CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two parts: the part deals with the findings of the research and the discussion of the research. The findings of the research cover the description of the result of data collection through tests that can be discussed in the section below.

A. Finding

The findings of this research are related to the answer to the problem statement, which aims to determine the improvement of students' vocabulary mastery. The result of the data analysis found that vocabulary teaching using Memrise application can improve students' vocabulary mastery at SMPN 2 Patampanua. The researcher analyzed the data obtained from students' pre-test and post-test scores, and the results obtained prove that the use of the Memrise application was effective in improving students' vocabulary mastery.

The result of the data analysis can be seen as follows:

1. The students' scores on pre-test and post-test

The students' scores on pre-test and post-test will be presented in the following table:

Table 4.1 The Students' Score on Pre-test and Post-test

| No | Name | Pre-test | Post-test |
|----|------|----------|-----------|
| 1 | ANN | 35 | 70 |
| 2 | AK | 35 | 60 |

To be continued

Continued Table 4.1

| No | Name | Pre-test | Post-test |
|-------|------|----------|-----------|
| 3 | AW | 25 | 70 |
| 4 | FA | 45 | 90 |
| 5 | HH | 55 | 75 |
| 6 | NW | 50 | 75 |
| 7 | NA | 85 | 95 |
| 8 | NK | 35 | 45 |
| 9 | NZ | 55 | 80 |
| 10 | NH | 90 | 95 |
| 11 | NSS | 40 | 65 |
| 12 | NI | 35 | 70 |
| 13 | NL | 45 | 80 |
| 14 | PN | 35 | 80 |
| 15 | AF | 45 | 75 |
| 16 | AFA | 35 | 85 |
| 17 | AA | 55 | 70 |
| 18 | DN | 50 | 85 |
| 19 | MM | 40 | 75 |
| 20 | MRH | 40 | 80 |
| 21 | MZA | 40 | 60 |
| 22 | MZ | 40 | 50 |
| 23 | MAI | 35 | 55 |
| 24 | MK | 40 | 75 |
| 25 | RRD | 85 | 95 |
| Total | | 1170 | 1855 |
| Mean | | 46,80 | 74,20 |

Data Source: The Students' Scores in Pre-test and Post-test

Based on the table above, it can be seen that the mean score of pre-test is 46.80, while the mean score of post-test is 74.20. From this analysis, it can be seen that the majority of students' vocabulary mastery before being given treatment was still low, and after being given treatment, it was seen that vocabulary mastery was very good because there was an increase in students' scores.

2. The percentage of pre-test and post-test

The following table shows the percentage of the frequency in pre-test and post-test.

Table 4.2 The Percentage of Pre-test and Post-test

| No | Classification | Score | Frequency | | Percentage | |
|-------|----------------|--------|-----------|-----------|------------|-----------|
| | | | Pre-test | Post-test | Pre-test | Post-test |
| 1 | Excellent | 86-100 | 1 | 5 | 4% | 20% |
| 2 | Good | 71-85 | 2 | 10 | 8% | 40% |
| 3 | Fair | 56-70 | 0 | 7 | 0% | 28% |
| 4 | Poor | 41-55 | 8 | 3 | 32% | 12% |
| 5 | Very Poor | ≤ 40 | 14 | 0 | 56% | 0% |
| Total | | | 25 | 25 | 100% | 100% |

Data Source: The Students' Percentage of Pre-test and Post-test

The data of the table above showed the students' percentage of pre-test was one (4%) student got an excellent score, two (8%) students got a good score, and no one student got a fair score, eight (32%) students got a poor score, and fourteen (56%) students got a very poor score. In the percentage of post-test, five (20%) students got excellent scores, ten (40%) students got good scores, seven (28%) students got fair scores, three (12%) students got poor scores, and no one student got very poor scores. It means that the percentage in post-test that students got Excellent scores was higher than the percentage in the pre-test. It showed that students were able to improve their vocabulary mastery after being given treatment through the Memrise application.

3. Auto-calculating data analysis from Microsoft Excel

Table 4.3 Auto-Calculating Data Analysis by Using Microsoft Excel

| | Pre-Test | Post-test |
|------------------------------|----------|-----------|
| Mean | 46,80 | 74,20 |
| Variance | 281,00 | 178,50 |
| Observations | 25 | 25 |
| Pearson Correlation | 0,65 | |
| Hypothesized Mean Difference | 0 | |
| Df | 24 | |
| t Stat | 10,60 | |
| P(T<=t) one-tail | 0,00 | |
| t Critical one-tail | 1,71 | |
| P(T<=t) two-tail | 0,00 | |
| t Critical two-tail | 2,06 | |

Data Source: Auto-Calculating Data analysis from Microsoft Excel

There are four things that need to be considered in determining the success or failure of this research, namely mean, which is pre-test 46.80 and post-test 74.20; observations (sample) which are same 25, t Stat (t-Test) was 10.60 and t Critical two-tail (t-Table) was 2.06.

The research is said to be successful when there is a significant increase in the mean score of the pre-test and post-test. From the table, t-test is higher than t-table ($10.60 > 2.06$). It means that the students' vocabulary mastery was significantly better after getting the treatment through Memrise application. So, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted.

B. Discussion

This research aims to improve students' vocabulary mastery through Memrise application in the seventh grade of SMP Negeri 2 Patampanua Pinrang. Data were collected through pre-test and post-test on 25 students who received treatment using Memrise application. This research was conducted in six meetings.

The first meeting was conducted on 21st July 2023. The researcher entered class VII.3 at 09.30. The lesson began with introductions and explanations about the activities that would be carried out at the meeting. At the first meeting, the researcher did not give any special treatment. The researcher gave a pre-test in the form of 20 questions, with the aim of assessing the level of students' vocabulary mastery before receiving further treatment. Students then worked on the pre-test until the specified time. After giving the pre-test, the researcher explained what would be done at the next meeting. The researcher said that they would learn English in a new way, namely by using the Memrise application.

The second meeting was conducted on the 25th July 2023. The researcher started the class by checking the students' attendance and motivating the students before teaching the material. The researcher asked students to download and log in to the Memrise application. After that, the researcher explained how to use and operate the application. In understanding how to use the Memrise application, the researcher gave students the opportunity to ask questions about things that they did not understand. Furthermore, students were given time to practice using the application with guidance from the researcher.

On the second meeting, the researcher taught the material about greetings and responses. Then, the researcher asked learners to open the Memrise app to explore more new phrases or vocabulary. The researcher directed learners to do the exercises in the Memrise app to deepen their understanding of greeting expressions. Through the app, students can listen to the pronunciation of the vocabulary from a recording of a native speaker. After that, students test their memory through several types of tests, such as multiple choice, typing, and pronunciation. After completing the level, students are asked to mention and write 5-10 vocabulary words and their meanings that they have just learned through the Memrise app.

The third meeting was conducted on the 28 July 2023, the researcher started the class by evaluating the vocabulary from the previous meeting. After that, the researcher presented material regarding expressions of gratitude and responses. Students are then asked to open the Memrise application to explore the new phrases/vocabulary further. During the meeting, the researcher directed students to carry out exercises in the Memrise application to deepen their understanding of expressions of gratitude. 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 doing several exercises in the Memrise application, the researcher gave examples of situations and then asked students to practice using expressions of gratitude.

The fourth meeting was conducted on August 1 2023, starting with the researcher evaluating the vocabulary from the previous meeting. Next, the researcher presented

material about apologizing and responses. Students are invited to open the Memrise application to explore more new phrases/vocabulary related to the theme. The researcher then directs students to do exercises in the Memrise application, following procedures that include reading vocabulary or phrases in English, understanding the meaning of words, listening to vocabulary, rewriting words, and taking several tests such as multiple choice tests, typing tests, and pronunciation tests. After completing a series of exercises in the Memrise application, researchers provided examples of situations and asked students to practice using apology expressions in pairs.

The fifth meeting was conducted on August 4 2023, starting with the researcher evaluating the vocabulary at the previous meeting. Next, the researcher explained material about leave-taking and the response. Students are invited to open the Memrise application to explore more new phrases/vocabulary related to the theme. Researchers then direct students to do exercises in the Memrise application, following procedures that include reading vocabulary or phrases in English, understanding the meaning of words, listening to vocabulary, rewriting words, and taking several tests such as multiple-choice tests, typing tests, and pronunciation tests. After completing a series of exercises on the Memrise application, researcher provided example situations and asked students to practice using leave-taking expressions in pairs.

After carrying out treatment for four meetings, on August 8 2023 the researcher conducted a post-test to see the progress of students' vocabulary. During 6 meetings, researcher proved that learning vocabulary using the Memrise application can improve students' vocabulary mastery. This can be proven through pre-test and post-test scores as well as data analysis.

Observations conducted at SMPN 2 Patampanua showed that the English teaching methods used by teachers were still ineffective. Teachers still apply monotonous learning methods, where students are only asked to listen, take notes, and repeat the material. This situation makes students feel that English is a difficult subject. Yulianjani highlighted the problem of lack of attraction in English language learning, with monotonous teaching methods that can reduce students' motivation. This finding is in line with the researcher observation, which shows that ineffective teaching methods can have a negative impact on students' vocabulary acquisition.⁴⁶

The researcher concluded that one of the factors causing students' low vocabulary mastery is the media used in the learning process. Previous research has also highlighted the important role of media in the learning process. Quyen argues that the role of media, such as learning apps, has a significant impact on expanding students' vocabulary. The use of media is considered an effective strategy to achieve vocabulary development goals.⁴⁷

Memrise application was chosen as a learning media that is not boring for students. In the context of English language learning, Memrise serves as a self-help tool that creates a fun learning experience, increasing student motivation and engagement.⁴⁸ After the researcher taught vocabulary through Memrise app, some students seemed motivated to learn English. The researcher found that a number of students seemed interested in taking the vocabulary test. This can be proven by the

⁴⁶ Yulianjani, Arsi. "Pengaruh Metode Pembelajaran dan Motivasi terhadap Hasil Belajar." *Cyberpreneurship Innovative and Creative Exact and Social Science* 3, no. 2 (2017): 122-135.

⁴⁷ Quyen, T. N. Q. "Improve Students' English Vocabulary with the Memrise Mobile Application." *International Journal on E-Learning Practices (IJELP)* 5 (2022): 12–22.

⁴⁸ Rahman, L. "Student's Perception on Memrise Application to Improve Vocabulary Mastery at Senior High School." *JELLi Journal* 5, no. 1 (2022): 10–16.

scores and analyses. After calculating and analyzing the data, the results showed that Memrise app was effective in improving students' vocabulary mastery, as evidenced by the increase in students' vocabulary test scores.

Memrise is proven to be an effective tool in vocabulary learning, creating an interactive and fun learning experience. In addition, Memrise uses the Spaced Repetition method, which helps students review words at expertly arranged intervals and store them in their memory effectively. Memrise reminds students when it is time to study or repeat material, motivating students to learn and helping them remember when to study or repeat vocabulary. Memrise app is not only an effective learning tool for students, but it can also be a valuable resource for teachers in improving their teaching quality.⁴⁹ These results show that the utilization of technology in learning, such as Memrise app, can positively contribute to students' learning outcomes and skill development in terms of vocabulary.

Based on the classification of the findings, the mean score of the post-test (74.20) was shown to be higher than that of the pre-test (46.80). With a significant level (p) of 5% and $df = 24$, the t -test value of 10.60 exceeds the t -table of 2.06. Therefore, it can be concluded that students' vocabulary mastery has improved after receiving four treatments. The alternative hypothesis (H_i) is accepted, and the null hypothesis (H_o) is rejected. In conclusion, learning through Memrise application has proven effective in improving students' vocabulary mastery.

⁴⁹ Agung Cahyono, M. F., Sari, H. P., & Primasari, Y. "A Solution to the Difficulty of Vocabulary Mastery through Memrise." *Journal of Academic Research and Sciences (JARES)* 8, no. 2 (2023).

The results showed that after using Memrise application, there was a significant increase in students' post-test scores. This indicates that Memrise app contributes positively to the improvement of students' vocabulary knowledge and can be an effective tool to support classroom learning. The results of this research are relevant to the research conducted by Chau, N. P. B., & Huong, who stated that Memrise can be effectively used as an aid in learning and teaching vocabulary in the context of learning English as a foreign language.⁵⁰

This research highlights innovations in improving students' English vocabulary acquisition at SMPN 2 Patampanua. With a focus on the implementation of Memrise, this research addresses the ineffectiveness of the monotonous teaching methods in the school. The results showed that Memrise provided a fun learning experience, increased students' motivation, and significantly improved post-test scores, which contributed positively to the quality of English teaching.

This research not only identified problems in the teaching methods used but also provided concrete solutions by utilizing learning technology and introducing Memrise as an innovative tool to improve students' vocabulary acquisition. With significant results and the support of quantitative data, this study provides an in-depth understanding of the role of media in the learning process and confirms that the application of learning technology can positively affect student learning outcomes.

⁵⁰ Chau, N.P.B., & Võ, T.L.H. "Efficiency of the 'Memrise' Mobile Application in Vocabulary Learning of EFL Students." *E-Journal of Inquiry Into Languages and Cultures* 5, no. 1 (2021).

CHAPTER V

CLOSING

This chapter presents the conclusion and suggestion of the research about the improvement of vocabulary mastery by using Memrise application at the SMPN 2 Patampanua.

A. Conclusion

From the findings and discussion in Chapter IV, the researcher concluded that using of Memrise application significantly improved the students' vocabulary mastery at SMPN 2 Patampanua. The evidence was the increasing mean score of pre-test from 46.80 (Poor) to 74.20 (Good) in the post-test. Then, the t-test 10.60 was greater than t-table 2.06. It means that the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted.

B. Suggestion

Based on the research, the researcher gives some suggestions as follows:

1. For teacher

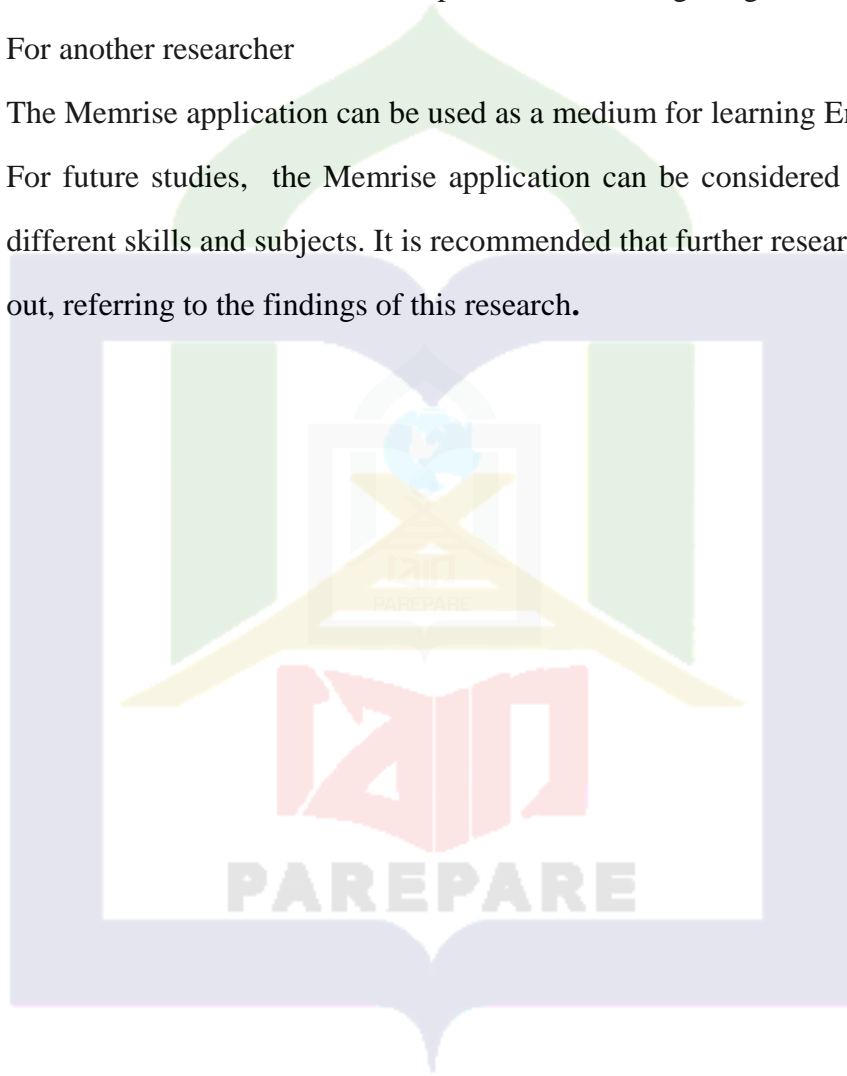
Teachers are expected to be more creative in teaching students so that students do not get bored and are more interested in learning English. Teachers can use technology to arouse students' interest and make them more enthusiastic about language learning. Teachers can use the Memrise application as a medium to motivate students to learn languages. With this app, students will enjoy learning new vocabulary.

2. For students

In the current digital era, it is hoped that students can make optimal use of technology as a learning medium to enrich knowledge. So that students can be more active and have a more comprehensive learning insight.

3. For another researcher

The Memrise application can be used as a medium for learning English easily. For future studies, the Memrise application can be considered for use with different skills and subjects. It is recommended that further research be carried out, referring to the findings of this research.



BIBLIOGRAPHY

Al-Qur'an Al-Karim.

- Abarghoui, Masoud Azizi and Saeed Taki. "Measuring the Effectiveness of Using" Memrise" on High School Students' Perceptions of Learning EFL," *Theory and Practice in Language Studies*, 8.12 (2018).
- Ahmed, Afaf Abdelrahim Jalal Eldin. "The Role of Vocabulary Learning Strategies in Enhancing EFL Learners' Writing Skills," *International Journal of Humanities Social Sciences and Education (IJHSSE)*, 4.8 (2017).
- Agustin, Retno Widia and Mutiara Ayu. "The Impact of Using Instagram for Increasing Vocabulary and Listening Skill," *Journal of English Language Teaching and Learning*, 2.1 (2021).
- Aisyah, Fitriana Nur. 2017. "Pengaruh Penggunaan Media Scrabble Terhadap Peningkatan Penguasaan Kosakata Bahasa Inggris." Skripsi Sarjana; Jurusan Pendidikan Guru Sekolah Dasar: Universitas Muhammadiyah Magelang.
- Ajisoko, Pangkuh. "The Use of Duolingo Apps to Improve English Vocabulary Learning," *International Journal of Emerging Technologies in Learning (iJET)*, 15.7 (2020).
- Alqahtani, Mofareh. "The Importance of Vocabulary in Language Learning and How To Be Taught," *International Journal of Teaching and Education*, 3.3 (2015).
- Arikunto dan Suharsimi. *Dasar-dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara, 2009.
- Bardel, Camilla, et al. *L2 Vocabulary Acquisition, Knowledge, and Use*. First published by Eurosla, 2013.
- Cahyono, Muh Felix, et al. "A Solution to the Difficulty of Vocabulary Mastery through Memrise," *Journal of Academic Research and Sciences (JARES)*, 8.2 (2023).
- Chandra, Eva Nurul dan Hermiyanti Kusumadewi. "Pengenalan Aplikasi Memrise untuk Meningkatkan Kompetensi Bahasa Inggris melalui TOEFL," *Jurnal PkM Pengabdian kepada Masyarakat*, 1.3 (2018).
- Chau, Nguyen Phuoc Bao and Võ Thị Liên Hương. "Efficiency of the 'Memrise' Mobile Application in Vocabulary Learning of EFL Students," *E-Journal of*

Inquiry Into Languages and Cultures, 5.1 (2021).

- Creswell, John W. and John David Creswell. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Singapore: Sage Publications, 2017.
- Dakhi, Saniago and Tira Nur Fitria. "The Principles and the Teaching of English Vocabulary: A Review," *Journal of English Teaching*, 5.1 (2019).
- Fadhilawati, Dian. "Learning and Reviewing Vocabulary through Memrise to Improve Students' Vocabulary Achievemnt," *JARES (Journal of Academic Research and Sciences)*, 1.2 (2016).
- Hasan. "Improving Students English Vocabulary by Using Tic Tact Toe Game at the Second Year of SMP Negeri 7 Satap Maiwa Kabupaten Enrekang," *Edumaspul: Jurnal Pendidikan*, 2.2 (2018).
- Hermansyah, Sam, et al. "Improving Students Vocabulary Mastery by the Used of Mnemonic Technique," *La Ogi: English Language Journal*, 8.2 (2022).
- Holidazia, Rupina dan Rojab Siti Rodliyah. "Strategi Siswa dalam Pembelajaran Kosa Kata Bahasa Inggris," *Jurnal Penelitian Pendidikan*, 20.1 (2020).
- Izah, Nurul. "Upgrading Students' Vocabulary Through "Memrise" App," *In Proceeding of First Conference of English Language and Literature (CELL)*, (2019).
- Jon, Roi Boy, et al. "The Challenges of English Language Teaching in Indonesia," *International Journal of English and Applied Linguistics (IJEAL)*, 1.3 (2021).
- Kasa, Dessy Natalia. "Applying Memrise App to Improve Student's Vocabulary in Online Learning During the Covid 19 Period at Joykids Private Lesson," *Journal of Education and Research (JEDARR)*, 1.1 (2022).
- Lubis, Bambang Nur Alamsyah, et al. "Memrise Application as Digital Media Skill to Enrich Students' English Vocabulary at Junior Highschool in Medan," *Jurnal Education and Development*, 11.1 (2023).
- Mardiah, Siti Mutmainnah, et al. "The Use of Memrise Application in Teaching Speaking Skill: A Case Study Of 7th Grade Students of SMPN 1 Mandalawangi," *UNCLLE: Undergraduate Conference on Language, Literature, and Culture*, 2.1 (2022).
- Melati and Herlina. "Optimizing EIL Using "Memrise" As A Builder Students' Vocabularies," *Edu-Ling: Journal of English Education and Linguistics*, 3.1

(2019).

Montgomery, Judy K. *The Bridge of Vocabulary: Evidence Based Activities for Academic Success*. USA: Pearson Assessments, 2007.

Mukhtazar. *Prosedur Penelitian Pendidikan*. Absolute Media, 2020.

Nurrahmah, Arfatin, et al. *Pengantar Statistika 1*. Bandung: Media Sains Indonesia, 2021.

Nursyamsiah, Erna. "Penggunaan Media Aplikasi Duolingo dalam Meningkatkan Penguasaan Kosakata Bahasa Inggris Siswa Kelas VII SMP Negeri 3 Agrabinta Cianjur," *Jurnal Paedagogy*, 8.1 (2021).

Quyen, Tran Ngoc Quyen. "Improve Students' English Vocabulary with the Memrise Mobile Application," *International Journal on E-Learning Practices (IJELP)*, 5 (2022).

Rahman, Lia. "Student's Perception on Memrise Application to Improve Vocabulary Mastery at Senior High School," *JELLi Journal*, 5.1 (2022).

Ramdhan, Vickry. "Pengaruh Penguasaan Kosakata dan Tata Bahasa terhadap Pemahaman Membaca Teks Narasi Bahasa Inggris," *Deiksis*, 9.2 (2017).

Reed, Jacob T. and Daniel Hooper. "Student Perceptions of Mobile Learning of High Frequency Vocabulary Using the "Memrise" App," *The Journal of Kanda University of International Studies*, 30 (2022).

Richards, Jack C. and Willy A. Renandya. *Methodology in Language Teaching: An Anthology of Current Practice*. UK: Cambridge university press, 2002.

Rohim, Robi Faizal, et al. "The Effect of Memrise Application Towards Students' Vocabulary Mastery," *Journal of English Language Learning*, 6.2 (2022).

Salawazo, Ivan Susanto, et al. "Analysis of Students' Vocabulary in Learning English," *Linguistic, English Education and Art (LEEA) Journal*, 3.2 (2020).

Santosa, Rochmat Budi. "Motivasi dalam Pembelajaran Bahasa Inggris: Studi Kasus Pada Mahasiswa Jurusan Pendidikan Bahasa Inggris IAIN Surakarta," *JURNAL ILMIAH DIDAKTIKA: Media Ilmiah Pendidikan dan Pengajaran*, 18.1 (2017).

Sudijon, Anas. *Pengantar Statistik*. Jakarta: RAJA Grindo Persada, 2006.

Sugiyono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta, 2013.

- Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta, 2008.
- Sujarweni, Wiratna. *Metodologi Penelitian Lengkap, Praktis dan Mudah Dipahami*. Yogyakarta: Pustaka Baru Press, 2014.
- Taebenu, Stephanie Feli and Caroline Victorine Katemba. "Vocabulary Enhancement through Memrise and Google Classroom," *Journal of Linguistics Literature and Language Teaching*, 5.1 (2021).
- Thornbury, Scott. *How to Teach Vocabulary*. Essex: Person Education Limited, 2007.
- VR, Tri Lestari Nela. 2018. *Rubrik Penilaian Vocabulary*. Indonesian: Scribd. <https://id.scribd.com/document/395693009/Rubrik-Penilaian-Vocabulary>. (diakses pada tanggal 15 April 2023).
- Wang, Lih-Ching, et al. "The Effectiveness of Using Memrise Application to Learn Chinese Characters by American Middle School Students - A Pilot Study," *International Journal of Technology in Education (IJTE)*, 6.4 (2023).
- Yulianjani, Arsi. "Pengaruh Metode Pembelajaran dan Motivasi terhadap Hasil Belajar," *Cyberpreneurship Innovative and Creative Exact and Social Science*, 3.2 (2017).
- Zahro, Umi Atun, et al. "Penguasaan Kosakata Bahasa Indonesia Anak dari Segi Umur, Jenis Kelamin, Jenis Kosakata, Sosial Ekonomi Orang Tua, dan Pekerjaan Orang Tua," *Seminar Nasional Pendidikan Bahasa dan Sastra*. 2020.
- Zhang, X. "Memrise", *calico journal*, 36.2 (2019).
- Zohoorian, Zahra, et al. "EFL Learners' Vocabulary Achievement and Autonomy: Using Memrise Mobile Application," *Indonesian Journal of EFL and Linguistics*, 7.2 (2022).
- Zubair, Muhammad Kamal, et al. *Pedoman Karya Ilmiah Berbasis Teknologi Informasi*, IAIN Parepare Press, 2020.
- Zulhantiar, Putri Annisa. "The Effect of Using Memrise Application as Digital Media Skill for Students' Vocabulary Enrichment at Eight Grade Student." Skripsi Sarjana; Jurusan Pendidikan Bahasa Inggris: Parepare, 2022.



APPENDICES

PAREPARE

SURAT KEPUTUSAN PEMBIMBING SKRIPSI



KEPUTUSAN
DEKAN FAKULTAS TARBİYAH
NOMOR : 3508 TAHUN 2022
TENTANG

PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBİYAH

- Menimbang** : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2022;
- b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
- Memperhatikan** : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2022, tanggal 17 November 2021 tentang DIPA IAIN Parepare Tahun Anggaran 2022;
- b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 494 Tahun 2022, tanggal 31 Maret 2022 tentang Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2022.
- MEMUTUSKAN**
- Menetapkan** : **KEPUTUSAN DEKAN FAKULTAS TARBİYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2022;**
- Kesatu** : Menunjuk saudara; 1. Dr. H. Ambo Dalle, S.Ag., M.Pd.
2. Nurul Hasanah, M.Pd.
- Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
- Nama : Erlinda
NIM : 19.1300.010
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Using Memrise Application to Improve Student's Vocabulary Mastery at SMPN 2 Patampuanu Pinrang
- Kedua** : Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- Ketiga** : Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
- Keempat** : Surat keputusan ini dibenkan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 12 September 2022



SURAT IZIN MELAKSANAKAN PENELITIAN



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH**

Alamat : Jl. Amal Bakti No. 08 Srasang Parepare 91132 ☎ 0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainparepare.ac.id, email: mail@iainparepare.ac.id

Nomor : B.2325/In.39/FTAR.01/PP.00.9/06/2023

08 Juni 2023

Lampiran : 1 Bundel Proposal Penelitian

H a l : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Pinrang

C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-

Kab. Pinrang

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Erlinda
Tempat/Tgl. Lahir : Padang Loang, 17 Agustus 2001
NIM : 19.1300.010
Fakultas / Program Studi : Tarbiyah/ Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : Dusun Padang, Desa Padang Loang, Kec. Patampanua,
Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kab. Pinrang dalam rangka penyusunan skripsi yang berjudul **"Using Memrise Application To Improve Students Vocabulary Mastery At SMPN 2 Patampanua Pinrang"**. Pelaksanaan penelitian ini direncanakan pada bulan Juni sampai bulan Juli Tahun 2023.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.



Dr. Zulfahy, M.Pd.
NIP. 19830420 200801 2 010

Tembusan:

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah

SURAT IZIN PENELITIAN



PEMERINTAH KABUPATEN PINRANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
UNIT PELAYANAN TERPADU SATU PINTU
 Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212

**KEPUTUSAN KEPALA DINAS PENANAMAN MODAL
 DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG**
 Nomor : 503/0376/PENELITIAN/DPMPPTSP/06/2023

Tentang

REKOMENDASI PENELITIAN

- Memimbang** : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 12-06-2023 atas nama ERLINDA, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Rekomendasi Penelitian.
- Meengingat** :
 1. Undang - Undang Nomor 29 Tahun 1959;
 2. Undang - Undang Nomor 18 Tahun 2002;
 3. Undang - Undang Nomor 25 Tahun 2007;
 4. Undang - Undang Nomor 25 Tahun 2009;
 5. Undang - Undang Nomor 23 Tahun 2014;
 6. Peraturan Presiden RI Nomor 97 Tahun 2014;
 7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;
 8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan
 9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.
- Memperhatikan** :
 1. Rekomendasi Tim Teknis PTSP : 0686/R/T.Teknis/DPMPPTSP/06/2023, Tanggal : 13-06-2023
 2. Berita Acara Pemeriksaan (BAP) Nomor : 0376/BAP/PENELITIAN/DPMPPTSP/06/2023, Tanggal : 13-06-2023

MEMUTUSKAN

- Menetapkan** :
- KESATU** : Memberikan Rekomendasi Penelitian kepada :
1. Nama Lembaga : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
 2. Alamat Lembaga : JL. AMAL BAKTI NO. 8
 3. Nama Peneliti : ERLINDA
 4. Judul Penelitian : USING MEMRISE APPLICATION TO IMPROVE STUDENTS' VOCABULARY MASTERY AT SMPN 2 PATAMPANUA PINRANG
 5. Jangka waktu Penelitian : 1 Bulan
 6. Sasaran/target Penelitian : PESERTA DIDIK SMPN 2 PATAMPANUA
 7. Lokasi Penelitian : Kecamatan Patampanus
- KEDUA** : Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 13-12-2023.
- KETIGA** : Peneliti wajib mentaati dan melakukan ketentuan dalam Rekomendasi Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.
- KEEMPAT** : Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 13 Juni 2023



Rinya : Rp 0,-



Ditandatangani Secara Elektronik Oleh :
ANDI MIRANI, AP, M.Si
 NIP. 197406031993112001
Kepala Dinas Penanaman Modal dan PTSP
 Selaku Kepala Unit PTSP Kabupaten Pinrang

SURAT KETERANGAN SELESAI PENELITIAN



**PEMERINTAH KABUPATEN PINRANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 2 PATAMPANUA**

Alamat : Jalan Malimpung Benteng Kec. Patampanua Kab. Pinrang (K.P 912012)

SURAT KETERANGAN

Nomor : 411.32 / 154 / SMP.13 / 2023

Yang bertanda tangan di bawah ini, Kepala UPT SMP Negeri 2 Patampanua Kabupaten Pinrang menerangkan bahwa :

Nama : ERLINDA
NIM : 19.1300.010
Jenis Kelamin : Perempuan
Program Studi : Tadris Bahasa Inggris

Benar yang namanya tersebut di atas, telah mengadakan penelitian pada UPT SMP Negeri 2 Patampanua Kabupaten Pinrang dari tanggal 21 Juli 2023 s/d 08 Agustus 2023, dengan judul penelitian **"USING MEMRISE APPLICATION TO IMPROVE STUDENTS VOCABULARY MASTERY AT SMPN 2 PATAMPANUA"**.

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Benteng, 10 Agustus 2023
Kepala UPT,

Dr. SULTAN, M.Pd
NIP. 196403221995121001

SILABUS PEMBELAJARAN

Satuan Pendidikan : SMPN 2 Patampanua Pinrang

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/Ganjil

Tahun Pelajaran : 2022/2023

Kompetensi Inti:

- **KI1 dan KI2:** Menghargai dan menghayati ajaran agama yang dianutnya serta Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- **KI3:** Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **KI4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

| Kompetensi Dasar | Materi Pembelajaran | Indikator | Nilai Karakter | Kegiatan Pembelajaran | Alokasi waktu | Sumber belajar | Penilaian |
|--|---|--|--|---|---------------|--|--|
| 3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi | • Fungsi sosial Menyapa, berpamitan, berterimakasih, | 3.1.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks | <ul style="list-style-type: none">• Religius• Mandiri• Gotong royong• Kejujuran | <ul style="list-style-type: none">• Menyimak, menirukan, dan memperagakan beberapa contoh | 12 JP | <ul style="list-style-type: none">• Kementerian Pendidikan dan Kebudayaan. 2017 Buku | <ul style="list-style-type: none">• Tes Tertulis• Tes Lisan• Proyek, pengamatan, Portofolio/ |

| Kompetensi Dasar | Materi Pembelajaran | Indikator | Nilai Karakter | Kegiatan Pembelajaran | Alokasi waktu | Sumber belajar | Penilaian |
|--|---|--|---|--|---------------|--|--------------------|
| <p>interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapi, sesuai dengan konteks penggunaannya</p> <p>3.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p> | <p>meminta maaf, dan menanggapi, untuk menjaga hubungan interpersonal dengan guru dan teman.</p> <ul style="list-style-type: none"> • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Ungkapan-ungkapan yang lazim digunakan - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <p>Interaksi antara peserta didik di dalam di luar kelas yang melibatkan tindakan menyapa, berpamitan, berterimakasih, meminta maaf yang</p> | <p>interaksi interpersonal lisan dan tulis dengan teman dan guru.</p> <p>3.1.2 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis dengan memberi dan meminta informasi terkait dengan teks interaksi interpersonal.</p> <p>4.1.1 Menyajikan informasi terkait fungsi sosial, struktur teks dan unsur kebahasaan yang diperoleh dari teks interaksi interpersonal.</p> <p>4.1.2 Menyajikan informasi terkait fungsi sosial, struktur teks dan unsur</p> | <ul style="list-style-type: none"> • Kerja keras • Percaya diri • Kerja sama | <p>percakapan, dengan ucapan dan tekanan kata yang benar.</p> <ul style="list-style-type: none"> • Mengidentifikasi ungkapan yang sedang dipelajari • Belajar menanyakan hal-hal yang tidak diketahui atau yang berbeda. • Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa. • Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. | | <p>Siswa Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan.</p> <ul style="list-style-type: none"> • Kementerian Pendidikan dan Kebudayaan. 2017 Buku Guru Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan. | <p>unjuk kerja</p> |

| Kompetensi Dasar | Materi Pembelajaran | Indikator | Nilai Karakter | Kegiatan Pembelajaran | Alokasi waktu | Sumber belajar | Penilaian |
|---|---|--|--|---|---------------|--|---|
| | dapat menumbuhkan perilaku yang termuat di KI | <p>kebahasaan yang diperoleh dari teks interaksi interpersonal.</p> <p>4.1.3 Mendeskripsikan secara lisan, pendek dan sederhana dengan memberi dan meminta informasi terkait dengan interaksi interpersonal</p> <p>4.1.4 Menulis deskripsi pendek dan sederhana dengan meminta dan memberi informasi terkait dengan teks interaksi interpersonal</p> | | <ul style="list-style-type: none"> Melakukan refleksi tentang proses dan hasil belajar. | | | |
| 3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait | <ul style="list-style-type: none"> Fungsi sosial Berkenalan, memperkenalkan diri sendiri/orang lain. Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar | <p>3.2.1 Mengidentifikasi ungkapan yang digunakan untuk memperkenalkan jati diri</p> <p>3.2.2 Mengidentifikasi fungsi social teks lisan dan tulis untuk memperkenalkan jati diri</p> | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> Menyimak dan menirukan beberapa contoh pemaparan jati diri, dengan ucapan dan tekanan kata yang benar Mengidentifika | 16 JP | <ul style="list-style-type: none"> Kementerian Pendidikan dan Kebudayaan. 2017 Buku Siswa Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian | <ul style="list-style-type: none"> Tes Tertulis Tes Lisan Proyek, pengamatan, Portofolio / unjuk kerja |

| Kompetensi Dasar | Materi Pembelajaran | Indikator | Nilai Karakter | Kegiatan Pembelajaran | Alokasi waktu | Sumber belajar | Penilaian |
|--|--|--|----------------|---|---------------|--|-----------|
| <p>jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga; pronoun (subjective, objective, possessive)</p> <p>4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p> | <p>dugaan)</p> <ul style="list-style-type: none"> • Unsur kebahasaan <ul style="list-style-type: none"> - Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya - Verba: <i>be, have, go, work, live</i> (dalam <i>simple present tense</i>) - Subjek Pronoun: <i>I, You, We, They, He, She, It</i> - Kata ganti possessive <i>my, your, his</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <p>Deskripsi diri sendiri sebagai bagian dari keluarga: ayah, ibu, kakak, adik, yang dapat menumbuhkan perilaku yang termuat di KI</p> | <p>3.2.3 Mengidentifikasi ungkapan yang digunakan untuk menyatakan Hobi dan kegemaran</p> <p>3.2.4 Mengidentifikasi ungkapan untuk menyatakan Anggota keluarga</p> <p>4.2.1 Melakukan percakapan interpersonal untuk meminta dan member informasi terkait jati diri, hobi, kegemaran dan anggota keluarga kegiatan terintegrasi menyimak, membaca, berbicara dan menulis dengan percaya diri</p> | | <p>si ungkapan-ungkapan penting</p> <ul style="list-style-type: none"> • Menanyakan hal-hal yang tidak diketahui atau yang berbeda. • Mempelajari contoh teks pemaparan jati diri oleh figur-figur terkenal • Memaparkan jati dirinya yang sebenarnya. • Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya • Melakukan refleksi tentang proses dan hasil belajarnya | | <p>Pendidikan dan Kebudayaan.</p> <ul style="list-style-type: none"> • Kementerian Pendidikan dan Kebudayaan. 2017 Buku Guru Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan. | |

| Kompetensi Dasar | Materi Pembelajaran | Indikator | Nilai Karakter | Kegiatan Pembelajaran | Alokasi waktu | Sumber belajar | Penilaian |
|--|--|--|---|---|---------------|---|---|
| <p>3.3 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya. (Perhatikan kosa kata terkait angka kardinal dan ordinal)</p> <p>4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait</p> | <ul style="list-style-type: none"> • Fungsi sosial Menyebutkan/ menanyakan waktu dari keadaan/ peristiwa/kegiatan • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Pernyataan dan pertanyaan terkait hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun - Angka ordinal dengan <i>the</i> untuk menyebut tanggal (lisan): a.l. <i>the first, the second, the twenty third, the thirty first of May</i>) - Angka ordinal tanpa <i>the</i> untuk menyebut tanggal | <p>3.3.1 Mengidentifikasi ungkapan yang digunakan untuk menyebutkan nama hari, waktu, tanggal bulan dan tahun dalam bahasa Inggris</p> <p>3.3.2 Memahami penggunaan cardinal number dan ordinal number</p> <p>4.3.1 Melakukan tindak tutur menyebutkan nama-nama bulan dengan percaya diri</p> | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Menyimak dan menirukan pemaparan tentang waktu terjadinya keadaan/kejadian/ peristiwa, mencakup nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun • Menyebutkan semua nama hari, bulan, tanggal 1-31, waktu, bagian hari, tahun dengan ucapan dan tekanan kata yang benar, satu per satu. • Menyatakan secara lisan waktu terjadinya berbagai keadaan/peristiwa | 20 JP | <ul style="list-style-type: none"> • Kementerian Pendidikan dan Kebudayaan. 2017 Buku Siswa Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan. • Kementerian Pendidikan dan Kebudayaan. 2017 Buku Guru Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan. | <ul style="list-style-type: none"> • Tes Tertulis • Tes Lisan • Proyek, pengamatan, Portofolio / unjuk kerja |

| Kompetensi Dasar | Materi Pembelajaran | Indikator | Nilai Karakter | Kegiatan Pembelajaran | Alokasi waktu | Sumber belajar | Penilaian |
|---|--|-----------|----------------|---|---------------|----------------|-----------|
| <p>nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p> | <p>(lisan): a.l. <i>1st, 2nd, 23rd, 31st, of May</i></p> <ul style="list-style-type: none"> - Waktu (lisan): <i>at one, at two fifteen, at ten to seven, at a quarter past eight</i> - Waktu (tulis): <i>01:00; 02:15; 06:50; 08:15</i> - Artikel the untuk menyebut waktu dalam hari, <i>in the morning, in the afternoon, in the evening</i> - Preposisi untuk <i>in</i> (bulan, tahun, waktu dalam hari), <i>on</i> (hari dan tanggal), <i>at</i> (jam, <i>at noon, at night</i>) - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <ul style="list-style-type: none"> • Topik Waktu kejadian/peristiwa/kegiatan terkait kehidupan di | | | <p>wa/ kegiatan</p> <ul style="list-style-type: none"> • Menanyakan hari, tanggal, bulan, dan waktu terjadinya keadaan/peristiwa/kegiatan dengan unsur kebahasaan yang benar • Membuat tulisan tentang waktu-waktu terjadinya peristiwa penting yang diketahui umum. Hasilnya dipublikasikan di kelas atau di majalah dinding sekolah • Melakukan refleksi tentang proses dan hasil belajarnya | | | |

| Kompetensi Dasar | Materi Pembelajaran | Indikator | Nilai Karakter | Kegiatan Pembelajaran | Alokasi waktu | Sumber belajar | Penilaian |
|--|--|---|----------------|---|---------------|---|---|
| | sekolah, rumah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI | | | | | | |
| 3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait <i>article a</i> dan <i>the</i> , plural dan singular) | <ul style="list-style-type: none"> • Fungsi sosial Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum di lingkungan sekitar. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Pernyataan dan pertanyaan terkait benda, binatang, bangunan publik - Penyebutan benda dengan <i>a, the</i>, bentuk jamak (-s) - Penggunaan kata penunjuk <i>this, that</i>, | <p>3.4.1 Mengidentifikasi ungkapan yang digunakan untuk menyebutkannya dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari</p> <p>3.4.2 Memahami penggunaan plural dan singular</p> <p>4.4.1 Melakukan tindak tutur menyebutkan</p> | • | <ul style="list-style-type: none"> • Mencermati beberapa teks pendek berisi penyebutan benda-benda di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar • Menyimak dan menirukan guru menanyakan dan menyebutkan benda-benda yang terdapat di dalam kelas dan di sekolah, dengan tata bahasa, ucapan dan tekanan kata yang benar | 24 JP | <ul style="list-style-type: none"> • Kementerian Pendidikan dan Kebudayaan. 2017 Buku Siswa Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan. • Kementerian Pendidikan dan Kebudayaan. 2017 Buku Guru Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan. | <ul style="list-style-type: none"> • Tes Tertulis • Tes Lisan • Proyek, pengamatan, Portofolio / unjuk kerja |
| 4.4 Menyusun teks | | | | | | | |

| Kompetensi Dasar | Materi Pembelajaran | Indikator | Nilai Karakter | Kegiatan Pembelajaran | Alokasi waktu | Sumber belajar | Penilaian |
|---|--|-----------|----------------|---|---------------|----------------|-----------|
| <p>interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p> | <p>these, those ...</p> <ul style="list-style-type: none"> - Preposisi untuk <i>in, on, under</i> untuk menyatakan tempat - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>• Topik</p> <p>Benda, binatang, dan bangunan yang biasa dijumpai dalam kehidupan nyata di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI</p> | | | <ul style="list-style-type: none"> • Bertanya jawab tentang beberapa benda di dalam dan sekitar rumah • Membaca beberapa teks pendek tentang rumah dan sekitarnya, terutama keberadaan benda dan binatang • Bertanya jawab tentang beberapa bangunan dan benda-benda dan binatang-binatang di dalam dan sekitarnya • Melakukan refleksi tentang proses dan hasil belajarnya | | | |

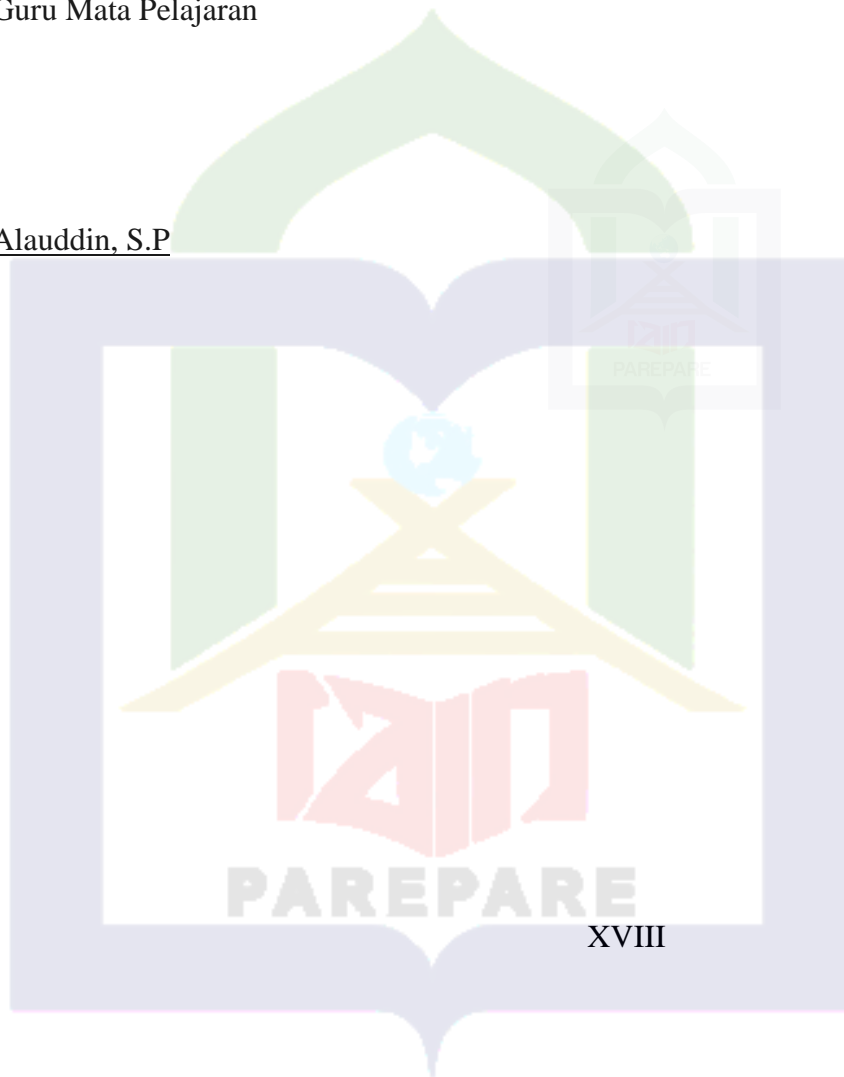
Guru Mata Pelajaran

Alauddin, S.P

Parepare, 17 Juli 2023

Peneliti

Erlinda



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP Negeri 2 Patampanua
 Mata Pelajaran : Bahasa Inggris
 Kelas/ Semester : VII/ 1
 Materi Pokok : Ungkapan Sapaan, Pamitan, Ucapan Terima Kasih,
 dan Permohonan Maaf
 Alokasi Waktu : 12 x 40 menit (6 pertemuan)

A. KOMPETENSI INTI

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyajidalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang)sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

| KOMPETENSI DASAR | INDIKATOR |
|---|---|
| 3.1 Mengidentifi-kasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapinya, sesuai dengan konteks penggunaannya | <ul style="list-style-type: none"> • Mengidentifikasi fungsi social,struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis ungkapan sapaan serta responnya sesuai dengan konteks penggunaannya • Mengidentifikasi fungsi social,struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis ungkapan pamitan serta responnya sesuai dengan konteks penggunaannya |

| | |
|--|--|
| | <ul style="list-style-type: none"> • Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis ungkapan terimakasih serta responnya sesuai dengan konteks penggunaannya • Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis ungkapan meminta maaf serta responnya sesuai dengan konteks penggunaannya |
| <p>4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p> | <ul style="list-style-type: none"> • Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana untuk mengucapkan dan merespon ungkapan sapaan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks • Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana untuk mengucapkan dan merespon ungkapan berpamitan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks • Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana untuk mengucapkan dan merespon ucapan terima kasih dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks • Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana untuk mengucapkan dan merespon ungkapan permohonan maaf yang baik dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. |

C. TUJUAN PEMBELAJARAN

Siswa mampu mengomunikasikan ungkapan:

- to greet
- to take leave

- to say thank you
- to say sorry

D. MEDIA PEMBELAJARAN, ALAT/BAHAN DAN SUMBER BELAJAR:

| | | | | | |
|--------------|--|-------------|---|---------------|--|
| MEDIA | <input type="checkbox"/> Memrise application | ALAT | <input type="checkbox"/> Laptop, Handphon, tablet dan lain-lain | SUMBER | <input type="checkbox"/> Buku guru dan siswa <input type="checkbox"/> Modul, bahan ajar, internet, dan sumber lain yang relevan |
|--------------|--|-------------|---|---------------|--|

E. LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan Pendahuluan

- Peneliti memulai pembelajaran dengan salam dan doa bersama
- Peneliti memeriksa kehadiran peserta didik
- Peneliti memperkenalkan topik pembelajaran kepada peserta didik
- Mengaitkan materi pembelajaran dengan pengalaman peserta didik atau pembelajaran sebelumnya
- Menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan.

Pertemuan Ke-1 (2 x 40 menit)

Kegiatan Inti

- Peneliti dan peserta didik saling memperkenalkan diri.
- Peneliti memberikan soal pre-test.
- Peneliti mengarahkan peserta didik untuk mengunduh aplikasi memrise
- Peneliti memperkenalkan aplikasi memrise sekaligus menjelaskan cara menggunakannya
- Peneliti mengarahkan peserta didik untuk mengerjakan beberapa latihan kosakata yang ada di aplikasi memrise.

Pertemuan Ke-2 (2 x 40 menit)

Kegiatan Inti

- Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi
- Peneliti menyajikan materi greetings (sapaan) secara singkat dan jelas.
- Peneliti meminta peserta didik untuk mengulangi setiap ungkapan greeting.
- Peneliti memperlihatkan beberapa kosakata/frasa yang ada di aplikasi Memrise yang berhubungan dengan materi
- Peneliti membiarkan peserta didik untuk mengeksplor lebih banyak kosakata/frasa baru.
- Peneliti mengajak peserta didik untuk mengerjakan beberapa latihan kosakata/frasa yang baru dipelajari di aplikasi memrise
- Setelah mengerjakan beberapa latihan di aplikasi memrise, peneliti memberikan contoh situasi dan meminta peserta didik untuk berlatih menggunakan greetings.

Pertemuan Ke-3 (2 x 40 menit)**Kegiatan Inti**

- Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi
- Peneliti menyajikan materi tentang ungkapan terima kasih (thanking) dan memberikan contoh penggunaannya.
- Peneliti meminta peserta didik untuk mengulangi setiap ungkapan terima kasih.
- Peneliti memperlihatkan beberapa kosakata/frasa yang ada di aplikasi Memrise yang berhubungan dengan materi
- Peneliti membiarkan peserta didik untuk mengeksplor lebih banyak kosakata/frasa baru.
- Setelah mengerjakan beberapa latihan di aplikasi memrise, peneliti memberikan contoh situasi dan meminta peserta didik untuk berlatih menggunakan greetings.
- Peneliti memberikan tugas ringan untuk melanjutkan latihan menggunakan memrise di rumah.

Pertemuan Ke-4 (2 x 40 menit)

Kegiatan Inti

- Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi
- Peneliti menyajikan materi tentang ungkapan permohonan maaf (Apologizing) dan memberikan contoh penggunaannya.
- Peserta didik berlatih memberikan respon yang tepat terhadap ungkapan permohonan maaf
- Peserta didik memulai latihan yang ada di aplikasi memrise untuk menguatkan pemahaman
- Setelah mengerjakan beberapa latihan di aplikasi memrise, peneliti memberikan contoh situasi dan meminta peserta didik untuk berlatih menggunakan ungkapan permohonan maaf.
- Peneliti memberikan tugas ringan untuk peserta didik melanjutkan latihan menggunakan memrise di rumah.

Pertemuan Ke-5 (2 x 40 menit)

Kegiatan Inti

- Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi
- Peneliti menyajikan materi tentang leave-taking dan memberikan contoh penggunaannya.
- Peserta didik berlatih menggunakan ungkapan perpisahan secara berpasangan.
- Peserta didik memulai latihan yang ada di aplikasi memrise untuk menguatkan pemahaman
- Setelah mengerjakan beberapa latihan di aplikasi memrise, peneliti memberikan contoh situasi dan meminta peserta didik untuk berlatih menggunakan ungkapan perpisahan.
- Peneliti memberikan tugas ringan kepada peserta didik untuk melanjutkan latihan menggunakan memrise di rumah.

Penutup

- Melakukan refleksi dan umpan balik
- Mengagendakan penugasan tentang materi yang diajarkan.
- Meminta peserta didik untuk memberikan pendapatnya atau memberikan kesimpulan tentang pembelajaran yang baru saja mereka ikuti
- Mengakhiri pembelajaran dengan doa dan salam.

F. PENILAIAN:

| | |
|--------------|---|
| Sikap | <p style="text-align: center;">Observasi</p> <ul style="list-style-type: none"> • Spiritual (mengucapkan salam dan doa) • Sosial (hadir tepat waktu dan aktif dalam kegiatan pembelajaran) |
| Pengetahuan | <p style="text-align: center;">Penugasan</p> <ul style="list-style-type: none"> • Peserta didik mencatat tentang kosakata/frasa (berupa ungkapan sapaan, pamitan, ucapan terima kasih, dan permohonan maaf) • Peserta didik membuat kalimat dari kosakata/frasa yang sudah diajarkan • Peserta didik diminta untuk mengerjakan soal pretest dan posttest |
| Keterampilan | <p style="text-align: center;">Tes praktik</p> <ul style="list-style-type: none"> • Peserta didik melafalkan kosakata/frasa yang sudah dipelajari |

Pinrang, 17 July 2023

Guru Mata Pelajaran

Peneliti

Alauddin, S.Pd.I

Erlinda

Mengetahui,
Kepala Sekolah

Drs. Sultan, M.Pd
NIP : 196403221995121001



10. Expressions of thanking

(A) : Thank you very much

(B) : _____

11. Expressions of apologizing

(A) : _____. I forgot to bring your dictionary

(B) : _____

C. Arrange the jumbled words into correct sentences!

12. Fine – I'm – morning – good

13. Meet – nice – to – you

14. Thankyou – well – I'm – very

D. Arrange the following letters into the correct word according to the translation!

15. Baik

| | | | | | | |
|---|---|---|---|---|---|---|
| r | e | f | g | t | c | a |
|---|---|---|---|---|---|---|

16. Terima kasih

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| a | b | h | i | k | n | s | t |
|---|---|---|---|---|---|---|---|

17. Sama sama

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| u | c | e | l | m | ' | o | r | y | W |
|---|---|---|---|---|---|---|---|---|---|

E. Pronounce the expressions below correctly!

18. How are you?

19. I'm really sorry

20. Don't mention it

Parepare, 7 June 2023

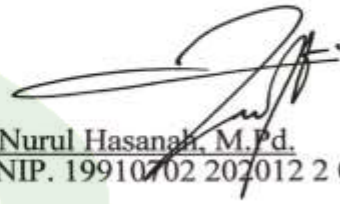
Approved by

Principal Supervisor

Co-Advisor



Dr. H. Ambo Dalle, S.Ag., M.Pd.
NIP. 19691231 199903 1 006



Nurul Hasanah, M.Pd.
NIP. 19910702 202012 2 022



11. Expressions of apologizing

Mom : Did you break a plate at breakfast?

Son : _____

Mom : That's OK.

C. Arrange the jumbled words into correct sentences!

12. You – see – later

13. I'm – feeling – well – not

14. Worry – it – don't – about

D. Arrange the following letters into the correct word according to the translation!

15. Tolong, silakan, mohon

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| A | b | C | e | h | l | p | s | t |
|---|---|---|---|---|---|---|---|---|

16. Mohon maaf

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| ' | e | M | s | r | o | I | r | y |
|---|---|---|---|---|---|---|---|---|

17. Hati-hati

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| k | c | A | b | e | r | s | a | e | T |
|---|---|---|---|---|---|---|---|---|---|

E. Pronounce the expressions below correctly!

18. How do you do?

19. Good bye!

20. You're welcome!

Parepare, 7 June 2023

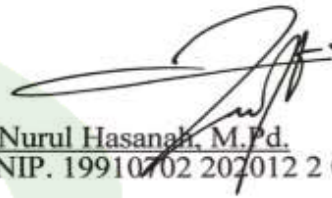
Approved by

Principal Supervisor

Co-Advisor



Dr. H. Ambo Dalle, S.Ag., M.Pd.
NIP. 19691231 199903 1 006



Nurul Hasanah, M.Pd.
NIP. 19910702 202012 2 022



STUDENTS TEST RESULT

Pre-Test

Pre-test

Name: Rizki Rizki Darmawan
 Class: 7.3

85

A. Choose the best answer from the following questions!

- Hani: Hi, Abi! How are you?
 Abi: I'm fine thank you and how about you?
 Hani: _____
 The suitable expression to complete the dialogue is _____
 a) I'm fine too c) I'm sorry
 b) Nice to meet you d) See you later
- Mr. Aldi: Okay, that's all our lesson today. See you tomorrow.
 Students: _____
 The suitable expression to complete the dialogue is _____
 a) Thank you, sir c) Good morning, sir
 b) See you tomorrow, sir d) Take care, sir
- How to say 'selamat malam' in English.
 a) Good bye c) Good afternoon
 b) Good morning d) Good night
- How to say 'selamat tinggal' in English.
 a) Good bye c) Good day
 b) Good luck d) Good afternoon
- How to say 'selamat' in English.
 a) Congratulations c) Excuse me
 b) See you d) Please
- The meaning of the word 'maybe' in Indonesian is _____
 a) Tidak c) Baik
 b) Mungkin d) Silakan
- The meaning of the word 'perfect' in Indonesian is _____
 a) Baik c) Bagus sekali
 b) Mungkin d) Tolong

B. Complete the dialogs based on these expressions!

- Expressions of greeting
 (A) Hello, how are you? ✓
 (B) I'm fine _____ ✓
- Expressions of leave-taking
 (A) Nice see you _____ ✓
 (B) Nice to see you, too.
- Expressions of thanking
 (A) Thank you very much ✓
 (B) your welcome ✓
- Expressions of apologizing
 (A) I'm sorry I forgot to bring your dictionary ✓
 (B) yes _____

C. Rearrange the sentences into a good sentence!

- Fire - I'm - morning - good: good morning I'm fine ✓
- Meet - nice - to - you: Nice to meet you ✓
- Thankyou - well - I'm - very: I'm very well Thank you ✓

D. Arrange the following letters into the correct word according to the translation!

- Baik: r e d f g h i c a greet greet ✓
- Terima kasih: a b h i k n s i Thanks ✓
- Sama-sama: n e e i m o r y w Your welcome ✓
Your visit ✓

E. Pronounce the expressions below correctly!

- How are you? ✓
- I'm really sorry ✓
- Don't mention it ✓

PAREPARE

Name: Nanda Azzah
Class: 7.3

Pre-test

85

A. Choose the best answer from the following questions!

- Hani : hi, Abi! How are you?
Abi : I'm fine thank you and how about you?
Hani :
The suitable expression to complete the dialog is...
 a) I'm fine too c) I'm sorry ✓
b) Nice to meet you d) See you later ✓
- Mr. Aldi : Okay, that's all our lesson today. See you tomorrow.
Students :
The suitable expression to complete the dialog is...
 a) Thank you, sir c) Good morning, sir ✓
 b) See you tomorrow, sir d) Take care, sir ✓
- How to say 'selamat malam' in English
a) Good bye c) Good afternoon ✓
b) Good morning d) Good night ✓
- How to say 'selamat tinggal' in English
 a) Good bye c) Good day ✓
b) Good luck d) Good afternoon ✓
- How to say 'selamat' in English
 a) Congratulations c) Excuse me ✓
b) See too d) Please ✓
- The meaning of the word 'maybe' in Indonesian is...
 a) Tidak c) Baik ✓
 b) Mungkin d) Silakan ✓
- The meaning of the word 'perfect' in Indonesian is...
a) Baik b) Bagus sekali ✓
b) Mungkin d) Tolong ✓

B. Complete the dialogs based on these expression!

- Expressions of greeting
(A) : Hello, how are you?
(B) : I'm fine, and you? ✓
- Expressions of leave-taking
(A) : See you ✓
(B) : Nice to see you, too.
- Expressions of thanking
(A) : Thank you very much
(B) : Drawn ✓
- Expressions of apologizing
(A) : I'm really sorry I forgot to bring your dictionary ✓
(B) : No problem, I'm fine

C. Rearrange the sentences into a good sentence!

- Fine - I'm - morning - good | Good morning, I'm fine ✓
- Meet - nice - in - you | Nice to meet you ✓
- Thankyou - well - I'm - very | I'm very well, Thankyou ✓

D. Arrange the following letters into the correct word according to the translation!

- Baik
c e e f j i i u a ✓
~~Great~~ Great
- Terima kasih
a b h i k n s t ✓
Tolong
- Sama-sama
u c e e i m o r y w ✓
Urut

E. Pronounce the expressions below correctly!

- How are you? ✓
- I'm really sorry ✓
- Don't mention it ✓



Pre-test

Name: **FATIMAH AZZAHRAH**
 Class: **✓ III 3**

45

A. Choose the best answer from the following questions!

1. Hani : hi, Ah! How are you?
 Ah! : I'm fine thank you and how about you?
 Hani :
 The suitable expression to complete the dialogue is...
 ✗ a) I'm fine too c) I'm sorry ✓
 b) Nice to meet you d) See you later

2. Mr. Ahli : Okay, that's all our lesson today. See you tomorrow.
 Students :
 The suitable expression to complete the dialogue is...
 ✗ a) Thank you, sir c) Good morning, sir ✗
 b) See you tomorrow, sir d) Take care, sir

3. How to say 'selamat malam' in English
 a) Good bye c) Good afternoon ✓
 b) Good morning d) Good night

4. How to say 'selamat tinggal' in English
 ✗ a) Good bye ✓
 b) Good luck d) Good afternoos

5. How to say 'selamat' in English
 ✗ a) Congratulations ✓
 b) Moo too c) Excuse me
 d) Please

6. The meaning of the word 'maybe' in Indonesian is...
 a) Tidak ✗ Baik ✓
 b) Mungkin d) Silakan

7. The meaning of the word 'perfect' in Indonesian is...
 a) Baik ✓
 b) Mungkin ✗ Bagus sekali
 d) Tolong

B. Complete the dialog based on these expression!

8. Expressions of greeting
 (A) Hello, how are you?
 (B) I'm fine ✓

9. Expressions of love-taking
 (A) See you ✓
 (B) Nice to see you, too.

10. Expressions of thanking
 (A) Thank you very much ✓
 (B) welcom

11. Expressions of apologizing
 (A) I'M SORRY I forget to bring your dictionary ✓
 (B) I'M REALLY SORRY ✓

C. Rearrange the sentences into a good sentence!

12. Fine - I'm - morning - good > good - morning - I'm - fine ✓
13. Meet - nice - to - you > you - to - nice - meet ✗
14. Thankyou - well - I'm - very > well - I'm - very - thank you ✓

D. Arrange the following letters into the correct word according to the translation!

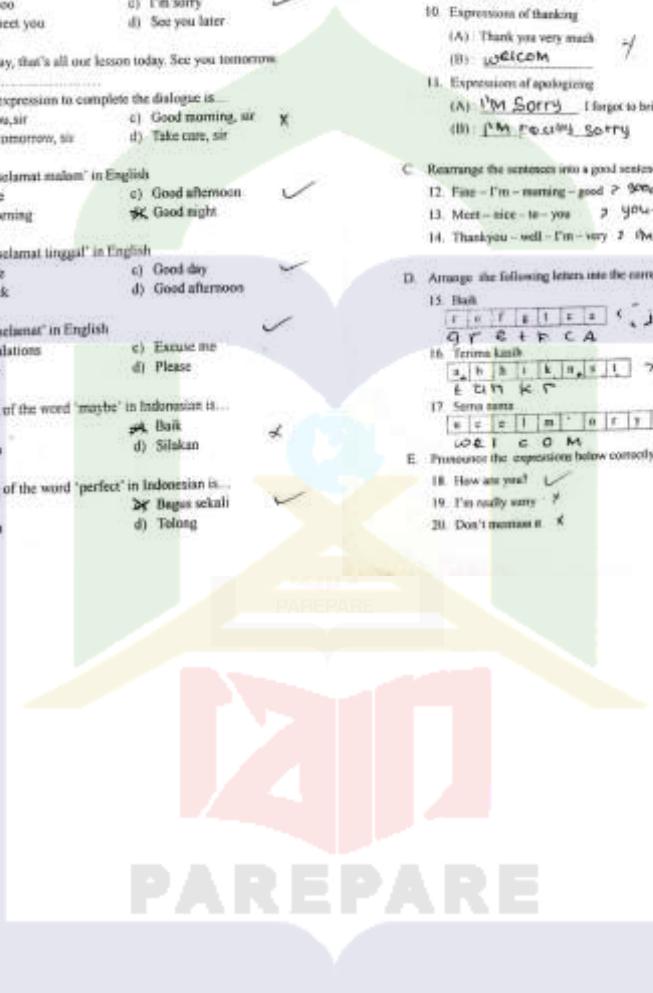
15. Baik
 r o f g i c a ✓
 q r e t f c a

16. Terima kasih
 a h b h i k n s i l ✗
 e d n k r

17. Silakan
 n c c i m o r y w ✓
 o e l c o m

E. Prevoror the expressions below correctly!

18. How are you? ✓
19. I'm really sorry. ✗
20. Don't mention it. ✗



Post-test

Name: Reza Raja Darmawan (95)
 Class: 7.5

A. Choose the best answer from the following questions!

- Yogi: Hi, Ana. How are you doing?
 Ana: Hi, Yogi. I'm fine, thank you. How about you?
 Yogi:
 The suitable expression to complete the dialogue is...
 a) Good luck! c) Good morning
 b) Nice to meet you d) I'm fine too, thanks
- Ardi: I think this is your pencil box. I found it in the mushalla.
 Hasan: Oh, that's right! It's mine.
 Ardi: Anytime
 The suitable expression to complete the dialogue is...
 a) Thanks a lot c) Good bye
 b) I am sorry d) How are you?
- How to say 'acilamat siang' in English
 a) Good night c) Good morning
 b) Good afternoon d) Good evening
- How to say 'sampai jumpa besok' in English
 a) Great c) Good day
 b) See you tomorrow d) Welcome
- How to say 'senang bertemu dengamu' in English
 a) Thanks c) I'm fine
 b) Nice to meet you d) Good bye
- The meaning of the word 'welcome' in Indonesian is...
 a) Sama-sama c) Sampai jumpa
 b) Mohon maaf d) Selamat datang
- The meaning of the word 'help' in Indonesian is...
 a) Tolong c) Tidak
 b) Selamat d) Terima kasih

B. Complete the dialog based on these expressions!

- Expressions of greeting
 Tina: Hi, Lucy. How are you?
 Lucy: Hi, Tina. I'm great, thanks.
- Expressions of leave-taking
 Risa: I have to go home now. Goodbye.
 Beni: Goodbye, Risa.
- Expressions of thanking
 Father: I bought new shoes for you, Olive.
 Olive: Thanks you.
 Father: My pleasure.
- Expressions of apologizing
 Mom: Did you break a plate at breakfast?
 Son: I'm sorry.
 Mom: That's OK.

C. Arrange the jumbled words into correct sentences!

- You - see - liver ~~she~~ - you - lover
- I'm - feeling - well - not - I'm - not - feeling - well
- Worry - it - don't - about ~~don't-worry-about-it~~

D. Arrange the following letters into the correct word according to the translation!

- Tolong, silakan, mohon
 a b c e h i p s t please
- Mohon maaf
 c o m s r o i t y i'm sorry
- Hati-hati
 k c h b c r s a c t Take care

E. Pronounce the expressions below correctly!

- How do you do?
- Good bye!
- You're welcome!

Post-test

Name: Naura Qivada (95)
 Class: 7.3

A. Choose the best answer from the following questions!

- Yogi: Hi, Ana. How are you doing?
 Ana: Hi, Yogi. I'm fine, thank you. How about you?
 Yogi: I'm fine too, thanks
 The suitable expression to complete the dialogue is...
 a) Good luck! c) Good morning
 b) Nice to meet you d) I'm fine too, thanks
- Andi: I think this is your pencil box. I found it in the musholla.
 Hassan: Oh, that's right! It's mine. Yours, a, Ah
 Andi: Anytime
 The suitable expression to complete the dialogue is...
 a) Thanks a lot c) Good bye
 b) I am sorry d) How are you?
- How to say 'selamat siang' in English.
 a) Good night c) Good morning
 b) Good afternoon d) Good evening
- How to say 'sampai jumpa besok' in English.
 a) Great c) Good day
 b) See you tomorrow d) Welcome
- How to say 'senang bertemu denganmu' in English.
 a) Thanks c) I'm fine
 b) Nice to meet you d) Good bye
- The meaning of the word 'welcome' in Indonesian is...
 a) Sama-sama c) Sampai jumpa
 b) Mohon maaf d) Selamat datang
- The meaning of the word 'help' in Indonesian is...
 a) Tolong c) Tidak
 b) Selamat d) Terima kasih

B. Complete the dialogs based on these expressions!

- Expressions of greeting
 Tina: Hi, Lucy. How are you? ✓
 Lucy: Hi, Tina. I'm great, thanks.
- Expressions of leave-taking
 Rina: I have to go home now. Good bye, Beni ✓
 Beni: Goodbye, Rina.
- Expressions of thanking
 Father: I bought new shoes for you, Olive.
 Olive: Thank you ✓
 Father: My pleasure.
- Expressions of apologizing
 Mom: Did you break a plate at breakfast? ✓
 Son: I'm so sorry, mom! ✓
 Mom: That's OK.

C. Arrange the jumbled words into correct sentences!

- You - see - later See you later ✓
- I'm - feeling - well - not ~~well~~ I'm not feeling well ✓
- Worry - it - don't - about ~~don't~~ worry about it ✓

D. Arrange the following letters into the correct word according to the translation!

- Tolong, silakan, mohon
 a b c e h l p s t i
Help ✓
- Mohon maaf
 e m o r a i r y
I'm So Sorry ✓
- Hau-hau
 k c a b e r s a e l i
Have Care ✓

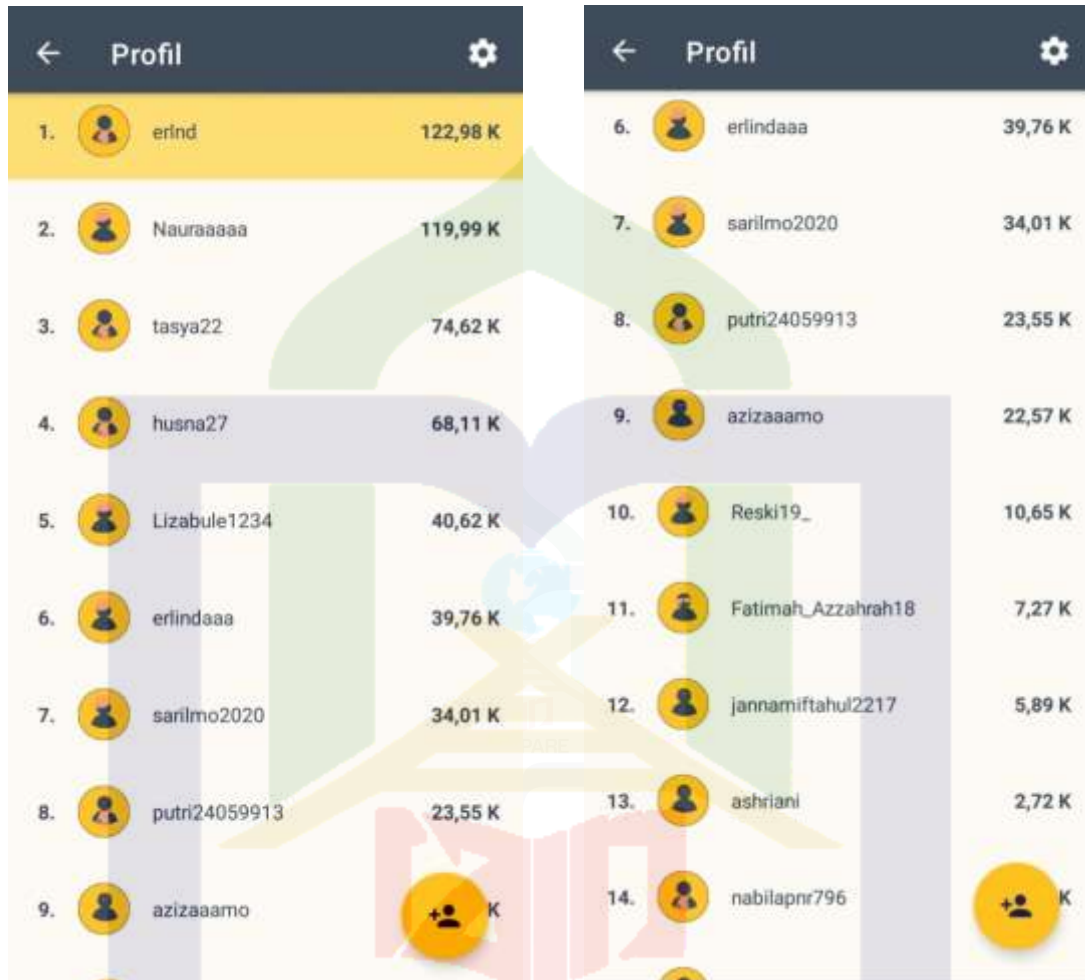
E. Pronounce the expressions below correctly!

- How do you do? ✓
- Good bye! ✓
- You're welcome! ✓

DOCUMENTATION



LEARNING PROCESS BY MEMRISE



CURRICULUM VITAE



Erlinda, she was born in Padang Loang on 17nd August 2001. She is the second child of three siblings. Her father is Muh. Talib and her mother is Hanisang. She has two brothers. The elder brother is Agus and the younger brother is Alvandy. She began her study at SDN Inpres Padang Loang and graduated in 2013. In 2013, she continued her Junior High School at SMP Negeri 4 Patampanua and graduated in 2016. At the same year, she continued in Senior High School at SMA Negeri 5 Pinrang and graduated in 2019. Finally, she continued her study as ordinary student specializing in English Education Program at Tarbiyah Faculty of IAIN Parepare. At the end of her study, she could finish her thesis with the title Using Memrise Application to Improve Students Vocabulary Mastery at SMPN 2 Patampanua Pinrang.

