A THESIS

**USING MEMRISE WEB TO IMPROVE STUDENTS'
VOCABULARY MASTERY FOR THE SECOND
GRADE AT SMP NEGERI 9 PAREPARE**

By

**ISMARDIANTI
REG. NUM.19.1300.048**

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

2023

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
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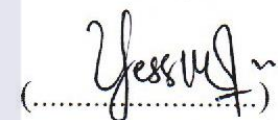|	
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بِسْمِ اللهِ الرَّحْمنِ الرَّحِيْمِ

الحَمْدُ اللهِ رَبِّ العَالَمِيْنَ وَالصَّلَاةُ وَ السَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَ الْمُرْسَلِيْنَ وَ عَلَى آلِهِ وَصَحْبِهِ
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First of all, the researcher expressed her heart felt gratitude to the almighty God, Allah SWT. for the guidance, mercy and good health so that the research can be completed. Sholawat and salam always be sent to the prophet Muhammad Saw, who haa guided us from uneducated person to being educated. In this auspicios opportunity, the researcher would like to express gratitude and affection to Mrs. Wahidong and Mr. Syamsuddin Ali as the researcher's parents who have poured out my case be always encouraging, offering sincere prayers so that the researcher is given the convenience by the almighty God, Allah SWT. in completing this thesis.

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Stated that himself conducted this thesis, if it can be proved that is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

Parepare, 17th October 2023

2 Rabiul Akhir 1445 H

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ABSTRACT

Ismardianti. *Using Memrise Web to Improve Students' Vocabulary Mastery for The Second Grade at SMP Negeri 9 Parepare* (Supervised by Mujahidah and Yessicka Noviasmy)

Memrise Web is an online learning platform that focuses on helping users improve their language skills, particularly vocabulary mastery. The purpose of this research is to improve students' vocabulary mastery for the Second Grade at SMP Negeri 9 Parepare.

This research used experimental design with pre experimental, the total sample was 30 students of SMP Negeri 9 Parepare and the treatment was sixth meetings. Instrument used for this research was multiple choice. Data collection technique used treatment and test. Analysis of Data used Microsoft Excel to process the data into SPSS. The SPSS application was used to calculate the data, especially for paired sample T-test.

The result showed that there was an improvement of Students Vocabulary Mastery after using Memrise Web at Second Grade at SMP Negeri 9 Parepare it based on The pre-test represents 33,20 on this test, which very poor category and post test represents a score of 76,13, which good category. Based on the result that pretest categorized as poor which identified has no treatment, and posttest categorized as very good after using memorize web. The conclusion about the increase in students' Vocabulary mastery after implementing the Memrise Web can be seen from the paired sample T-test output which shows that the results of the analysis obtained t_{count} 16,597 > 1,699. The result showed vocabulary mastery has been effective at English Class which started with preparation of Memrise Web.

Keyword: Memrise Web, Vocabulary, students Mastery

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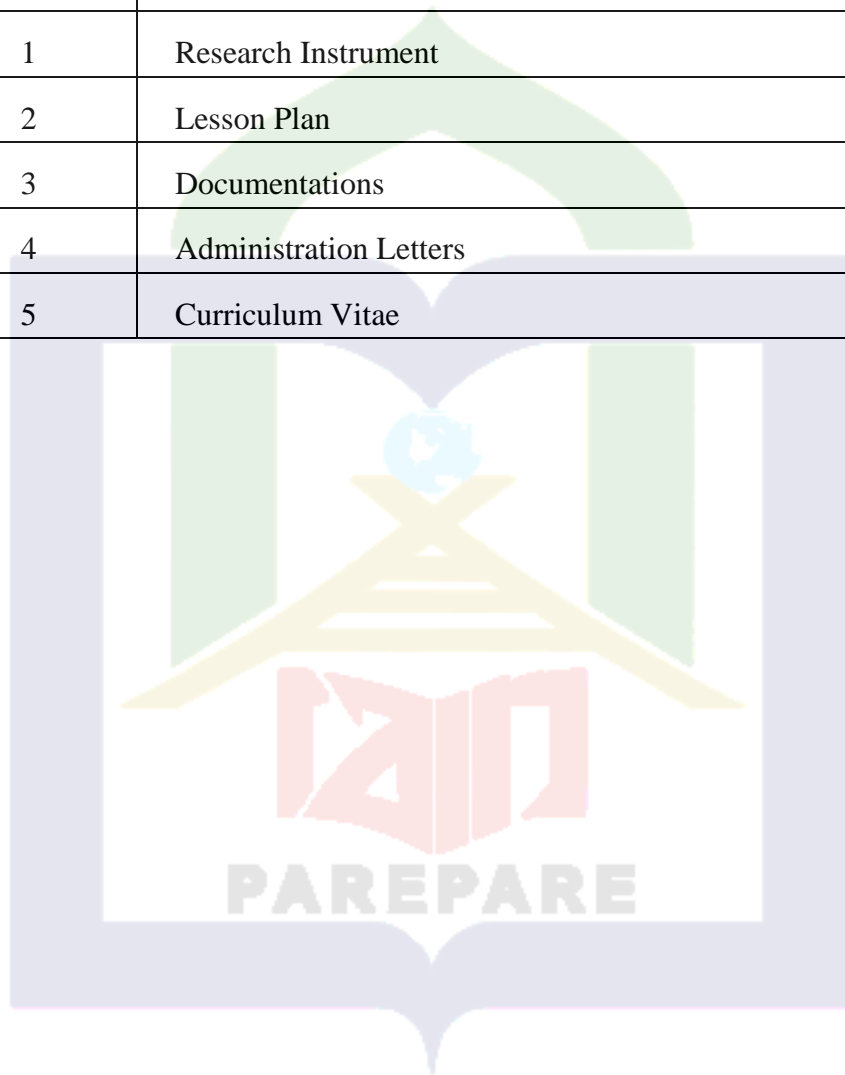
CHAPTER I

INTRODUCTION

A. Background

Vocabulary is an element in English that had to be mastered by students because vocabulary is one of the most crucial elements in a language because without vocabulary we cannot deliver a massage, and we cannot understand each other's and we cannot express our opinion, feeling and ideas, especially in English that becomes a foreign language in Indonesia.

Some people think grammar is important than vocabulary, most of them can not speak English because afraid if their grammar wrong, but since the learning of a language is a most commonly identified with acquiring Mastery of its grammatical system, it is not at all surprising that most text book have a grammatical of structural organization. Where as in learning English vocabulary plays more important role than grammar.

Stated by Alqahtani that "without grammar very little can be conveyed, without vocabulary nothing be conveyed". [1] It means vocabulary is the main component for the students to be mastering in learning language. On other hand, vocabulary is important to be mastering by the students.

Even vocabulary is very essential to know, but teaching vocabulary is not easy. Because there are many who are not still interested in learning vocabulary so that why it needs a technique to make the students easier to learn and easy to

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[1] Alqahtani, Mofareh. "The importance of vocabulary in language learning and how to be taught." *International journal of teaching and education* 3.3 (2015): 21-34.

understand. Because English is still unfamiliar for some students. And then if a teacher can not provide fun and meaningful in learning the students would face the difficulties to catch the material. For the instances, they often don't know what words means and do not understand many of the words because they don't have enough vocabulary in their mind, they just remember the word for a while and did not save in their long term memory.

According to the observation did by the researcher that second grade at SMP 9 Parepare which the researcher found that the students vocabulary mastery was still low which identified from several test did by the researcher. The conclusion is find by given them a short story and text to be translated and the result showed there are many words that students don't know the meaning and also difficult to memorize the vocabulary. According to the observation term above, the researcher assumed several factors impact the students' low vocabulary mastery, it may assumed that, students interest in vocabulary mastery still low, the method may used at class let them bored in learning English. Aminatun stated that the method used by the teacher is memorize, which makes students' feel bored and pressured in memorizing vocabulary, it can be also the learning activities implemented by the teacher did not give any impact regarding to the purpose of English which should be related to the students' life activities.

According to the explanation above, one of the solution may solve the students' problem in vocabulary mastery is certain method or strategy which hopely improve the students' vocabulary mastery, once the method is called Memrise Web, Memrise was founded by a Grand Master of Memory, named Ed Cooke, Ben Whately, and a Princeton neurologist specialized on memory and forgetting named

Greg Detre[2]. Memrise is a website that can be found at www.memrise.com, as well as a mobil application that can be found in the Google Play and Apple Application Stores. Memrise was first released in 2005 and become accessible for download in May 2013 on the Apple Store and Google Play. Memrise is a langage learning program that teaches English and another languages. Almost every language spoken on the worls is supported by this application.

Students can also use Memrise to add multimedia to specific items in a course (without changing the items or its definition). This software not only teaches vocabulary, but it also lets us choose variety topics, including Arts and Literature, Math & Science, The Natural Word, History and Geography, Memory Training, Professional and Careers, Standardized test, Trivia, and Entertainment.

The using of the Memrise Web may improve the student's vocabulary mastery, this research will use experiment approach design learning, According to the all explanation above, the researcher is interesting to conduct research with the title of "Using Memrise Web to Improve Students Vocabulary Mastery for The Second Grade at SMP Negeri 9 Parepare".

B. Research Question

Based on the background of the study above, the research formulates research question as that How does the improvement of Students Vocabulary Mastery after using "Memrise Web" at Second Grade at SMP Negeri 9 Parepare?

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[2] Aminatun, Dyah, and Lulud Oktaviani. "Using "Memrise" To Boost English For Business Vocabulary Mastery: Students'viewpoint." *Proceedings Universitas Pamulang* 1.1 (2019).

C. The Objectives of the Research

Based on the research question, the objective of this research is formulated To know the improvement of Students Vocabulary Mastery after using "Memrize Web" at Second Grade at SMP Negeri 9 Parepare.

D. Significance of Research

The significance of the research is hopelly give contribution for:

1. Students

The result of this research is expected to give more information which really important to be known as students. The students' hopelly know their Vocabulary mastery after using of "Memrise Web" in Second Grade at SMP Negeri 9 Parepare.

2. Teachers

The teacher can know more that, the using of media may improve the students' vocabulary mastery. It also helps the students to identify their students regarding to the vocabulary mastery.

3. For other researcher

Especially for language researchers, they can adapt the technique/media used in this research as an alternative to teach students. They also can use the data taken in this research (for example the field note) as a source to make a consideration the next teaching vocabulary mastery.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Finding

Many researchers have conducted their research on Using "Memrise Web" As Digital Learning Media for Vocabulary Mastery at Second Grade at SMP 9 Parepare. Their findings are consecutively presented below:

First from Welliam Hamer which tittle of "Utilizing Memrise Application as Instructional Media-Based Technology to Enrich The Students' Vocabulary Mastery". Using the Memrise Application can be considered to be a solution to the challenges that arise when students attempt to enhance their vocabulary while studying English. At this time, technological advancement in education is very influential on the learning process. Moreover, seeing face-to-face learning in schools has begun to change to online learning. Therefore, teachers should take good advantage of current technological advancement to create innovative learning media/methods, especially in vocabulary learning[3].

Memrise is an example of technological advancement that can be used in vocabulary learning. This application is available on computers as well as mobile apps for smartphones and tablets. Memrise helps learners learn and recall words and their meanings by using audio, visuals, and creative activities. The Memrise App can be used both in and out of the classroom. Students' vocabulary will almost certainly grow as a result of using the Memrise application. As a result, because it is very basic

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[3] Hamer, W. Utilizing Memrise application as instructional media-based technology to enrich the students' vocabulary mastery. In *UNNES-TEFLIN National Seminar* (Vol. 4, No. 1, pp. 364-375). (2021)

and straightforward to use, this application can be used in the teaching and learning process.

The difference between the previous research mentioned above and this research is as follows. The previous research utilized the Memrise application (including the mobile version) as a technology-based learning medium to enhance students' vocabulary mastery. On the other hand, this research employs Memrise Web (the web version of Memrise) to enhance students' vocabulary mastery. This study primarily focuses on utilizing Memrise Web as a tool to assist students in enriching their vocabulary.

Second research from Nurul which tittle of "Upgrading Students' Vocabulary Through "Memrise" App". The aim of this paper is to discuss some underlying theories and previous studies of vocabulary learning using online app. Vocabulary is a pivotal tool to master all of skills in English language. However, the fact reveals that this English component is neglected, and it is worsened with inappropriate teaching method which influences students" insufficient vocabulary. To solve the problem, online learning medium is the most proper solution for students to learn vocabulary individually. One of learning media that is believed to help students in English learning individually is Memrise[4].

Memrise is an application through mobile learning that can expand the students" vocabulary beyond school time. In addition, Memrise is created in an educational application; therefore, it will engage the students in a fun learning experience. Thus, this paper comes to describe the theory of vocabulary and to

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[4] Izah, N.. Upgrading students' vocabulary through "memrise" app. In *Proceeding of First Conference of English Language and Literature (CELL)* (pp. 1-10) (2019)

describe the type of media for vocabulary learning. Furthermore, this paper will answer some questions about what is Memrise?, why do students need to use Memrise?, and how do students apply the application? Previous studies will be provided in the next discussion to emphasize the effectiveness of Memrise. Then, it is expected that the paper can give a recommendation to use a good mobile assisted language learning for the English students to expand their vocabulary.[5]

The difference between the previous research mentioned above and this research is as follows. The previous research aimed to discuss theories on vocabulary learning using online applications and provide recommendations for using the Memrise app. On the other hand, this research aims to enhance students' vocabulary mastery through the use of the Memrise Web application.

The third research from Zul which tittle of "The Effect Of Using Memrise Application As Digital Media Skill For Students' Vocabulary Enrichment At Eight Grade Student". The purpose of this study is to improve students' understanding and knowledge through the use of the Memrise application. The method in this study used pretest and posttest as data collection instruments. The data analysis techniques of this study were (1) normality test (2) homogeneity test (3) hypothesis testing in the form of t-test. Hypothesis testing uses the t-test formula which is preceded by a normality test and a homogeneity test. the results of the t-test shows that there is a significant effect to enrich the value sig (2-tailed) = $0.001 < 0, 05$ then Ho is rejected

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[5] Nurul. "Upgrading Students' Vocabulary Through "Memrise" App". (Universitas Islam Malang, Jl. M. T Haryono 193, Malang 65144, Indonesia, 2019)

and Ha is accepted. In conclusion, there was the effect of using memrise application as digital media skill for students' vocabulary enrichment at eight grade student.[6]

The difference between the previous research mentioned above and this research is as follows. The previous research used the Memrise application as the digital media, while this research utilizes the web version of the Memrise platform. The objective of the previous research was to enhance students' comprehension and knowledge through the use of the Memrise application. On the other hand, the objective of this research is to improve students' vocabulary mastery through the utilization of Memrise Web.

The fourth research from Fadhilah Santri which tittle of "The Effectiveness of Memrise Application to Upgrade Students' Vocabulary Mastery" The result in this research indicated that there was improvement of the students' vocabulary mastery. It indicated by the students' mean score of post-test (86.3) was greater than pre-test (57.5). Even, for the level significant (p) 5% and df = 57, and the value of table is 1,671, while the value of t-test is 14.494. It means that, the t-test value is greater than t-table (14.494 ≥ 1,671). Thus, it can be concluded that the students'vocabulary mastery is significant better after getting the treatment. So, the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. From 20 questionnaire, all the students' answered very positive. Based on the liker scale that the students were very positive in learning English by using Memrise Application. It means that Memrise application makes students' have positive response toward in learning

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[6] Zul "*The Effect Of Using Memrise Application As Digital Media Skill For Students' Vocabulary Enrichment At Eight Grade Student*"(Journal : English Department, Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara .Medan.2022)

vocabulary and they agreed about it and the cumulative percentage on the twenty items of positive statement questionnaire was 82.79, while the cumulative score that they got the questionnaire was 4802. The research conclude the Memrise application is able to improve students' vocabulary mastery at The Second Grade of MA DDI Kanang.[7]

The difference between the previous research above and this research is as follows. The previous research above focused on the effectiveness of the Memrise application in improving students' vocabulary mastery in general. On the other hand, this research focuses on the use of Memrise Web to improve students' vocabulary mastery. The previous research above had a more general approach, but it used the Memrise application to improve students' vocabulary mastery in general. Whereas this research is more specific in its scope, namely the use of Memrise Web for second-grade students at SMP Negeri 9 Parepare.

The fifth research from Nirwana which tittle of "The Use Of Memrise Application To Improve Students' Listening Skill" The result of the research indicated the improvement of students listening skill through vocabulary. It indictaed by students mean score of students' noun in pre- test was 41.09 and the post-test was 69.68 and the improvement was 69,5%. The mean score of verb in pre-test was 60.53 and the post-test was 73.11 and the improvement was 20%. The mean score of adjective in pre-test was 65.28 and the post-test was 79,96 and the improvement was 22,4%. So, the mean score of listening skill in pre-test was 55,40 and the post-test was 74.22 and the improvement was 33,9%. Even the level of significant and df = 24,

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[7] Fadhilah Santri, "The Effectiveness of Memrise Application to Upgrade Students' Vocabulary Mastery"(English Education Program Tarbiyah Faculty State Islamic Institute (Iain) Parepare 2020)

and the value of t table is 1.710, while the value of t test is 10.604. It means that the t-test value is greater than t-table (10.604 1.710). Thus, it can be concluded that, the students' listening skill is increase after using Memrise Application. So, the researcher concluded that the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. The researcher concludes that Memrise Application as a good media in improving students' listening skill.[8]

The difference between the previous research above and this research is as follows. The previous research focused on improving students' listening skills through vocabulary using the Memrise application. Meanwhile, this research focuses on improving the vocabulary mastery of second-grade students using Memrise Web. The previous study also measured the level of students' listening skills before and after using the Memrise application. In contrast, this study measures the level of students' vocabulary mastery before and after using Memrise Web.

B. Some Pertinent Ideas

1. Concept of Vocabulary Mastery

a. Nature of Vocabulary

Building a broad vocabulary is an important part of language learning. According to the American Heritage Dictionary defines vocabulary as the sum of words used by, understood by, or at the command of a particular person or group. Meanwhile, vocabulary is defined as the large number of words that the

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[8] Nirwana, "The Use Of Memrise Application To Improve Students' Listening Skill" (English Education Department Faculty Of Teacher Training And Education Muhammadiyah University Of Makassar 2022)

students have to know; not only memorizing the form of the words but also understand the meaning.[9]

According to Hiebert and Kamil, vocabulary can be generically defined as knowledge of words or word meaning.[10] Furthermore, Barnhart also stated vocabulary as a stock of words used by person, class of people, profession, and a collection of list of words, usually in alphabetical order and defined.[11]

In addition, In Oxford Advanced Learner's Dictionary, vocabulary defines as follow: all words that a person knows or uses; all words in a particular In addition, In Oxford Advanced Learner's Dictionary, vocabulary defines as follow: all words that a person knows or uses; all words in a particular.[12]

From the definitions above, it can be concluded that vocabulary is a list of word that have meaning and can be understood by someone that it can used to communicate with others. A better understanding of the vocabulary, it would produce a better understanding in communication and comprehend meaning of the text.

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[9]*John J. Pikulski and Shane Templeton, Teaching and Developing Vocabulary: Key to Long-Term Reading Success*, (USA: Houghton Mifflin Company, (2014)

[10]Hani sutrisna, , *Vocabulary for Daily Conversation*, (Yogyakarta: Kawah Media, 2012)

[11]Hiebert and Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice*, (New Jersey: Lawrence Erlbaum Associate, 2015)

[12]Cynthia A. Barnhart, *The facts on file student's dictionary of American English*,.(2018)

b. Definition of Vocabulary Mastery

Mastery refers to having great Mastery at something or total dominance over something. [13]

Intraprasert in Asyiah states that mastery of vocabulary has the main objective in learning, namely: 1) finding the meaning of a foreign or new language word; 2) continuing to retain the memory of newly learned words; and 3) broadening the range of knowledge about a foreign or new word.[14]

Next according to Thornbury vocabulary mastery is knowing lots of word in a language. in this only two aspects are mentioned, namely knowing a word involves knowing form and meaning of a word.[15]

1) The form

Knowing the form is knowing the form of the word, whether it is a noun or a verb, in other words knowing the type of word class.

2) The meaning

Knowing the meaning is a form of mental or cognitive knowledge that a person understands from a particular foreign language word.

Cameron in Gushendra explained that mastery of vocabulary also includes pronunciation and spelling, and how to arrange letters so that form a perfect word.[16] The point is the arrangement of each letter correctly so that it becomes a whole word and has meaning.

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[13]Nation. *Teaching and Learning Vocabulary*. (Wellington: New Burry House Publishers. 2016).

[14] Dewi Nur Asyiah, 'The Vocabulary Teaching and Vocabulary Learning', *Lingua Scientia*, 9.2 (2017), p.296.

[15] Scott Thornbury, *How to Teach Vocabulary*, (Longman, 2002), p.15.

[16] Rizky Gushendra, 'Improving students' Vocabulary Mastery by Using English song', *Indonesian Journal of Integrated English Language Teaching*, 3.1 (2017), p. 54

Based on the theory above it can be concluded that vocabulary mastery is remembering a collection of foreign language words, finding and understanding the meaning of a word, knowing how to pronounce words, and spelling in which the arrangement of each letter becomes a complete word.

c. Types of Vocabulary

Words and phrases are small elements but can make up a language as function to express idea. It is important to know types of vocabulary. Harmer divided vocabulary into two types:

1) Active vocabulary

Active vocabulary refers to vocabulary that students have learned. The are expected to be able to use by the students. Martin Manser notes that an active vocabulary "consists of the words that people use frequently and confidently. If someone asks them to make up a sentence containing such and such a word—and they can do it—then that word is part of their active vocabulary.

2) Passive Vocabulary

Passive vocabulary refers to words which students will recognize when they meet them, but they will probably not be able to produce. A learner's passive vocabulary is the words that they understand but don't use yet. This can be compared with active vocabularies, which are words that learners understand and use in speaking or writing. The active and passive vocabulary of a learner changes constantly.

Passive vocabulary refers to words, which students will recognize when they meet them but they will probably not be able to produce. A

learner's passive vocabulary is the words that they understand but don't use yet. This can be compared with active vocabularies, which are words that learners understand and use in speaking or writing. The active and passive vocabulary of a learner changes constantly.[17]

Based on the explanation above, Words and phrases are small elements but can make up a language as function to express idea. So that's why, The researcher has to know types of vocabulary that are active and passive vocabulary. It is better to recognize both of them.

d. Kinds of Vocabulary

Good in Ni'matul Wafaa divided four kinds of vocabulary:

1) Oral Vocabulary consist is words actively used in speech that comes readily to the tongue of the one conversation. Talking about speaking vocabulary refers to speaking someone. Most of the adults use almost 5000 to 10000 words to communicate. The number of words used in this case is far less than listening vocabulary, the reason being the level of comfort in usage. It means that a person's speaking vocabulary is all the words that uses in communication.

Example: Students speak automatically to great someone by stated; How are you?

2) Writing vocabulary is stock of words that come readily to ones things vocabulary. It is commonly used in writing. *This* kind of vocabulary represents those words which we regain while wilting to express ideas. It

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[17] Schmitt, Nobert and McCarthy. *Vocabulary: Description, acquisition and pedagogy.* (Cambridge: Cambridge University Press)

easy to explain what they want to show to people with using express their self, but using the same words for communicating the same concept or thought through writing, It is not easy to think because writing vocabulary is influenced by vocabulary. It means that vocabulary is important in writing.[18]

Example: Students tried to write down the processed of boiled a noodle in writing form.

3) Listening vocabulary is stock of words, which a person can understand when they hear it. This types of vocabulary refers to the words people can hear and understand. Starting in the content can perceive sound when their age is sixteen weeks. Moreover, babies keep on listening to various word when they are awake and thus someone grow up listening to different word. Most people can identify and comprehend almost 50.000 words. Children who are deaf are exposed to visual listening as they are exposed to sign language. But In this case, the number of words developed is far less than a normal child's secondary listening vocabulary.

Example: Students ability after listening to the teacher or others friend they talked, this term like small conversation. The vocabulary automatically be in students mind after listening to the teacher.

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[18]Nation. *Teaching and Learning Vocabulary*. (Wellington: New Burry House Publishers. 1990).

4) Reading vocabulary is the words someone can recognize when they find it in written material.[19] This vocabulary refers to the words the people recognize when any text read because reading is the activity of perception, analyze, and interpreted by the reader to obtain messages to be conveyed by the author in the media *writing*. People can read and understand many words. But people do not use them in speaking vocabulary. This is the second largest vocabulary. Needless to say, vocabulary grows with reading.

Example: Students vocabulary ability when they have achieve some reading text, they get new vocabulary which explain something in their reading activities.

So the text above explain, the most important that the researcher has to know types vocabulary. The types of vocabulary can help the researcher to stimulate students' vocabulary and also easy do these types. However, for advance classes needs all of type's vocabulary because it is not easy to do these types without understand such as listening, speaking, reading and writing. Reading vocabulary may become the first stage before processing the speaking and listening vocabulary.

e. The Importance of vocabulary

Vocabulary is used in human daily life to communicate each other's. People express their ideas, love desire, ambition, gratitude, joys, sorrow,

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[19]Good in Ni'matul Wafaa, "Teaching Students Vocabulary by Using Spelling Bee Game" (Unpublished skripsi UIN Alauddin Makassar, 2017) p. 11.

frustration, etc. by using vocabulary to communicate; people need to understand what the others mean.

In the context of learning and teaching English, the vital vocabulary is inevitable. This has been claimed by many linguists. According to Michael Lessad Clouston, vocabulary is central of English language teaching because without enough vocabulary students are not vocabulary students are not able to understand others or express their own ideas.[20] If you speed most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little grammar, but you can say almost anything with words.[21]

Based on the explanation above, it does not necessarily means lowering the important of grammar. That merely shows that learning vocabulary plays an equally vital role as a grammar. If the students are mastering the vocabulary, they will be easy to study all parts of English.

f. Function of vocabulary

Gains and Redman conclude that by learning vocabulary, the learners can recognize and comprehend the context of reading, listening, material and later as productively learners can remind and use them appropriately in speech and writing. In this case, the statement noted by Legget said that by vocabulary the learners can recognize all the words in written and oral context and finally they can use them daily in speaking and writing. Based on this research the researcher can be concluded that function of vocabulary is the students can be

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[20] Michael Lessad- Clouston, *Teaching Vocabulary*, (2019).

[21] Scoot Thornbury, *How to Teach Vocabulary* (Longman: Malaysia, 2002), p. 13.

recognize all the words in writing. comprehend the context of reading and can remind and use them speaking and writing.

Vocabulary is a set of familiar words within a person's 1anguage. A vocabulary, usually developed with age, server as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of largest challenges in learning a second language.[22]

g. Teaching vocabulary

The problem in teaching vocabulary lies in the fact that whilst there is a consensus about what grammatical structures should be taught and at what levels, the vocabulary teaching is not explicitly specified in the curriculum. Vocabulary teaching is as important the teaching of structure. According to Harmer there are some activities which are designed to teach and practice words and their various uses. Such us:

1) Presentation

Not all vocabularies can be learnt through interaction and discovery techniques. There are many occasions when some form of presentation or explanation is the best way to bring new words into class. For example, *Realia* (the teacher holds up the object of points to it, says the word and then gets the students to repeat it); *pictures* (it can be used to explain the meaning of vocabulary items); *mime, action and gesture, contrast, enumeration, explanation,* and *translation.*

2) Discovery

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[22] *Wilkipedeia, The Free Encylopedia 2019*, https://en.wikipedia.org/wiki/Vocabulary, assessed on November 11th 2020.

A number of discovery techniques can be found from simple matching task to more complex understandings of connotation and context.

3) Practice

The activities in the section are designed to encourage students to use words in an involving way, such us actions and gesture; bring, take, and get.[23]

4) Repetition

The time-honored way of memorizing new material is though repeated rehearsal of the material while it is still in working memory – i.e. letting the articulators loop just run and run. However, simply repeating an item seems to have little long term Influence unless some attempt is made to organize the material at the same time.

5) Retrieval

Another kind of repetition is crucial is what is called the retrieval practice Influence, this means, simply, that the act of retrieving a word from memory makes it more likely require retrieval, such us using the new word in written sentences.

6) Motivation

Simply wanting to learn new words is no guarantee that words will be remembered. The only difference a strong motivation makes is that the learner is likely to spend more time on rehearsal and practice, which in the end will pay off in terms of memory.

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[23]Harmer,J. *The Practice Of English Language Teaching*, (London:Longman, 1991).p.161-170

7) Imaging

Best of all were subjects who were given the task of silently visualizing a mental picture to go with a new word. Other test has shown that easily visualized words are more memorable than words that don't immediately evoke a picture.

8) Attention/arousal

Contrary to popular belief, you can't improve your vocabulary in your sleep, simply by listening to a tape. Some degree of conscious attention in required.[24]

2. **Concept of Learning Media**

a. Definition of Learning Media

The word media comes from the Latin medius which literally means 'middle', 'intermediary' or 'introduction'. In Arabic, the media is an intermediary or message delivery from the sender to the recipient of the message.[25] The media is the delivery of messages from the sender to the recipient of the message, thus the media is a vehicle for channeling learning information or channeling messages.[26]

Based on the National Education Association (NEA) it has a different meaning. Media are forms of communication, both printed and audiovisual, and their equipment. Media should be manipulated, can be seen, heard, and read.[27]

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[24]Scott Thornburg, *How To Teach Vocabulary,* (New York, Longman Pearson, 1976),p..24

[25] Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT. RajaGrafindo Persada, 2013), h. 3.

[26] Rusman, Deni Kurniawan dan Cepi Riyana, *Pembelajaran Berbasis Teknologi Informasi dan Komunikasi,* (Jakarta: RajaGrafindo Persada, 2013), h. 169.

[27] Arief Sadiman, dkk, *Media Pendidikan*, (Jakarta: PT. RajaGrafindo Persada, 2012), h. 7.

Meanwhile, according to the Association of Education and Communication Technology (AECT), media are all forms and channels used to convey messages or information.[28]

Based on the opinion above, it can be concluded that media is a tool used to support learning so that learning can run well. Media can also be interpreted as a link between the giver and recipient of information. The use of media as a liaison between educators and students is what is called learning. In other words, that active learning requires media support to deliver the material they will learn.

Learning is a translation of the word "instruction" which in Greek is called instructus or "intruere" which means conveying thoughts, thus the meaning of instructional is conveying thoughts or ideas that have been processed in a meaningful way through learning.[29] The word learning contains a meaning that is more pro-active in carrying out learning activities, because in it it is not only educators or instructors who are active, but students are active subjects in learning. Learning is not just conveying information or knowledge, but conditioning students to learn, because the main goal of learning is the learner himself. [30]

So that learning is the process of interaction between educators and students as well as learning resources and media used, in an effort to change cognitive, affective and motor aspects. Therefore, in order for learning activities

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[28] Hamzah, Nina Lamatenggo, *Teknologi Komunikasi & Informasi Pembelajaran* (Jakarta: PT. Bumi Aksara, 2011), h. 121.

[29] Bambang Warsita, *Teknologi Pembelajaran, Landasan dan Aplikasinya* (Jakarta: PT. Rineka Cipta, 2008) h.265.

[30] Munir, *Pembelajaran Jarak Jauh*, (Bandung: Alfabeta, 2012) h. 1

to be meaningful for students, educators need to develop learning media that are varied and attractive to students. Learning media are all forms of communication tools that can be used to convey information from sources to students in a planned manner so as to create a conducive learning environment where recipients can carry out the learning process efficiently and effectively.

Learning media is a message carrier technology that can be used for learning purposes, learning media is a physical means for conveying subject matter. Learning media is a means of communication in print as well as sight and hearing including hardware technology. Learning media is used as a means of learning in schools aiming to improve the quality of education. Media is a tool that can be used as an intermediary that is useful for increasing effectiveness and efficiency in achieving goals.[31]

In conclusion, learning media is anything that can be used to convey messages or information in the teaching and learning process so that it can stimulate students' attention and interest in learning.

Based on the opinion above, it can be concluded that learning media is a tool that contains subject matter used by educators in the learning process so that learning will attract more students' attention.

b. Learning Media Functions

Two very important elements in learning activities, namely methods and learning media. These two things are related to each other. Selection of a method will determine the learning media that will be used in the learning.

[31] Rubhan Masykur, Nofrizal, Muhamad Syazali, "Pengembangan Media Pembelajaran Matematika dengan Macromedia Flash". (Jurnal Pendidikan Matematika, Vol. 8, No. 2, 2017) h. 179

In the learning process, the media has a contribution in improving the quality and quality of learning.[32] The presence of the media not only helps educators in conveying their teaching material, but also provides added value to learning activities.

Hamalik argues that the use of learning media in the learning process can generate new desires and interests, generate motivation and stimulate learning activities, and even bring psychological influences on students.[33]

Levie and Lentz put forward four functions of learning media, especially visual media, namely:[34]

1) The function of visual media attention is the core, namely attracting and directing the attention of students to concentrate on lessons related to the meaning displayed or accompanying the text of the subject matter.

2) The affective function of visual media can be seen from the enjoyment of students when learning (or reading) pictorial texts.

3) The cognitive function of visual media can be seen from research findings which reveal that visual symbols or images facilitate the attainment of the goal of understanding and remembering or the message contained in the image.

4) The compensatory function of learning media can be seen from the results of research that visual media that provide context for understanding texts helps

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[32] Rusman, Deni Kurniawan dan Cepi Riyana, *Proses Pembelajaran Bahasa Kedua*. 2016) h. 171

[33] Hamalik, Oemar. *Proses Belajar Mengajar*. (Jakarta. PT Bumi Aksara. 2011)

[34] Levie dan , Lentz. *Media Pembelajaran*. 2014

students who are weak in reading to organize information in texts and recall them.

Based on the opinion above, it can be concluded that the function of learning media can help facilitate learning for students and educators, provide a more real experience (abstract to become concrete), attract students' attention and interest in learning, and can evoke equating between theory and reality.

c. Benefits of Learning Media

Sudjana and Rivai suggested the benefits of learning media in the learning process of students, namely:[35]

1) Learning will attract more students' attention so that it can foster learning motivation

2) Learning materials will be clearer in meaning so that they can be better understood by students and enable them to master and achieve learning objectives

3) Teaching methods will be more varied, not solely verbal communication through the narration of words by the educator, so that students do not get bored and educators do not run out of steam, especially if the educator teaches every class hour. d. Students can do more learning activities because they not only listen to the teacher's description, but also other activities such as observing, doing, demonstrating, playing, and so on.

In general, learning media can be interpreted as media used in the learning process. Messages in the form of knowledge, skills and attitudes can

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[35] Ahmad Rifa'I, Nana Sudjana, *Media Pengajaran*. (Bandung: Sinar Baru Algensindo, 2013)

be channeled with learning media, and can stimulate the attention and willingness of students to achieve learning goals. A media that is used to convey a material will be needed when students experience difficulties in the learning process. Educators will also find it easier to convey material if an educator uses media that suits their needs.

The Encyclopedia of Educational Research details the benefits of learning media as follows:[36]

1) Laying concrete foundations for thinking, thereby reducing verbalism.

2) Increase the attention of students.

3) Laying the foundations that are important for the development of learning, therefore making lessons more solid.

4) Providing real experiences that can foster self-employed activities among students.

5) Fostering orderly thinking especially through moving pictures.

6) Helping the growth of understanding that can help the development of language skills.

Providing experience that is not easily obtained in other ways, and helping more efficiency and diversity in learning. Based on the opinions of several experts above, it can be concluded that some of the practical benefits of using instructional media in the learning process are as follows:

1) Can clarify the presentation of messages and information so as to expedite and improve the process and learning outcomes.

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[36] Hamalik. *Encyclopedia of Education Research* . (Bandung: Penerbit PT. Citra Aditya Bakti, 1994) p.15

2) It can increase and direct children's attention so that it can lead to learning motivation, more direct interaction between students and their environment, and the possibility of students to study independently according to their abilities and interests.

3) Can overcome the limitations of the senses, space, and time:

   a) Objects or objects that are too large to be displayed directly in the classroom can be replaced with pictures, photos, slides, reality, video, radio, or models.

   b) Objects or things that are too small that cannot be seen by the senses can be presented with the help of slides, pictures and videos.

Generally, teaching media mean all tools which may be used by teacher to deliver teaching material to students in teaching learning process to reach certain learning goal. [37]

There are some experts that stated about teaching media. According to Bakri media is plural form of medium, which derives from Latin word medius that has meaning "middle". In Bahasa, medium means "between or interval". The meaning of media aimed at something that delivers information (massage) between message sender and receiver. Teaching media based on is a media that bring instructional purpose of massages or information of learning. Media is means of expressing massage and information.[38]

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[37] Hasnida. *Media Pembelajaran Kreatif*. Terjemahan (Jakarta: PT. Luxina Metro Medi, 2014)

[38] Bakri, *Media* Komunikasi *Pembelajaran*. (Jakarta: Kencana. Prenadamedia Group)

Teaching media in wide meaning and narrow meaning. Media in wide meaning is people, material or event which can create condition so that students can get new knowledge, Mastery or attitude. In this meaning teacher, book, and environment is included in media. While media in narrow meaning is graphic, photo, picture, mechanic and electronic tools that use to express, process and also convey visual and verbal information. In addition, Briggs in that teaching media is all physical form that can convey message and can stimulate students to learn.

d. The Function of Teaching Media

The importance of using media for teaching is a media that can be used to help the students in their study, in order to make the teaching learning process more effective and efficient. By using media, the material is more interesting concrete and easier to understand. According to Sudjana the function of teaching media in teaching and learning process as follows:

1) The using of media in teaching learning process is not addition function, but has own function as an aid to express effective teaching learning situation

2) The using of teaching media is integral part of all learning situation. It means that teaching media is one of element that should be developed by teacher

3) The using of teaching media is more important to accelerate teaching and learning process and help student in comprehend material from teacher.

e. Kinds of Teaching Media

As we know that teaching media is all tools/aids that may be used by teacher and learner to attain certain education objectives. Then the teaching media can be divided into some classification.

According to Mahajan media are classified into seven categories such as:

1) Graphic Media: any kinds of printed media. Such as, books, pictures, photographs, maps, charts, posters, graphs, diagrams.

2) Display Media: a board used to show information in small group, e.g., chalkboard, bulletin board, flannel board, and peg boards Three Dimensional Media: A the medium that has 3D shape. For example, models, objects, specimens, puppets.

3) Projected Media: a kind of media that need projector to show the messages. For example, slides, filmstrips, transparencies, films, video tapes, gramophones, records.

4) Audio Media: media that just can be heard. Such as, radio, audio cassettes, gramophones, records.

5) Video Media: this media is combination between audio and visual, e.g., TV, videocassettes, CD, computers.

6) Activity Media: media that can act some activity. For example, fieldtrips, dramatization, demonstration, and role-playing.[39]

Based on Sahid teaching media can be grouped as follows:

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[39]Mahajan, *Multimedia* in Teacher *Education* Perceptions and Uses.(Jurnal Of Education And Practice, 3(l) : 5 - 1 3)

a) Visual Media: the media which can show information that just can be seen and read. For example: picture, photo, graphic, diagram, poster, cartoon, comic, book, etc.

b) Audio Media: the media which can show information that just can be heard. For example: radio, tape recorder, language laboratory, MP3 player, etc.

c) Projected Still Media: the media that need projector to show the information which inform of no-motion picture/writing. For example: Power Point slide, micro film, etc Projected Motion Media: the media that need projector to show information inform of motion picture/writing. For example: film, television, video (VCD, DV, VTR), computer, etc.[40]

3. Concept of Memrise Web Media

a. Definition of Memrise Web

Technology-based teaching is still seen as a fresh innovation in teaching and learning activities, as it elements the requirement for students and teachers to be present in the classroom during the teaching and learning process. According to Ajayi, technology may also be characterized as a medium that helps students learn the topic better. [41] ICT can be describes as a technical tool for conveying (outputting / transferring) information. Students can develop knowledge gained from their teachers by searching for information on the

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[40] Sahid, *Sahil Vocational* Education *and Training: Lessons from World Bank Experience* (Jogjakarta: Ar-Ruzz Media)

[41] Ajayi dan Ekundayo, Haastrup. "The Application of Information and Communication Technology in Nigerian Secondary School". International NGO Journal. Vol 4(5), 2015. P. 281-286

internet related to materials taught by teachers. Technology-based teaching can be done from anywhere and end at anytime in accordance with the agreement that has been estabilished between teachers and students.[42]

According to Heil et Al. mentioned Memrise in their evaluation of trends, problems, and opportunities in mobile language learning application for self-directed education.[43] Memrise used a systematic and guided curriculum with audio, visuals, video, and speech recognition software. According to Walker paper on the impact of using Memrise on students' perceptions of learning vocabulary and on long term memory of words. The application was created to improve long-term vocabulary by using computers and application on smartphones and tablets to test vocabulary on a regular basis. [44]

Memrise was founded by a Grand Master of Memory, named Ed Cooke, Ben Whately, and a Princeton neurologist specialized on memory and forgetting named Greg Detre. Memrise is a website that can be found at www.memrise.com, as well as a mobile application that can be found in the Google Play and Apple Application Stores. Memrise was first released in 2005 and it can be also accessible for download in May 2013 on the Apple Store and Google Play. Memrise is a language learning program that teaches English and

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[42] Adijaya, N., & Santosa, L, P. *Persepsi Mahasiswa dalam Pembelajaran Online*. Wanastra, 10(2), 2018. P.105–110.

[43] Heil. "Professional development in formative assessment: Effects on teacher classroom practice and student achievement : Effects on teacher classroom practice and student achievement". Swedia: Umea Universitet. 2015

[44] Boyd, Harper Walker. *The application ICT in Teaching*. (Jakarta: Erlangga. 2015)

another languages. Almost every language spoken on the world is supported by this.

Students can also use Memrise to add multimedia to specific items in a course (without changing the items or its definition). This software not only teaches vocabulary, but it also lets us choose variety topics, including Arts and Literature, Math & Science, The Natural Word, History and Geography, Memory Training, Professional and Careers, Standardized test, Trivia, and Entertainment.

b. The Excellences of Memrise Web

Memrise Web has various advantages for both teacher and students, such as:

1) The Memrise contains several great features that make it an attractive learning tool both students and teachers such as courses in over 200 languages available, Audio Pronounce of Vocabulary, Typing Test and Pronunciation Test. Based on cognitive research, this feature allows students to interact with the content in a way that permits information to be kept in long-term memory.

2) The Memrise is a multimedia program. Students' attention is drawn to audio that is accompanied by text and graphics, which increases their interest in learn listening.

c. The procedures of Using Memrise

1) Creating an account by signing up.

Before creating an account the students have to make sure that they have made account in memrise web before by using Google account,

Facebook and Apple. It is best if students make a profile as their progress,
then be saved in case they happen to change their devices.
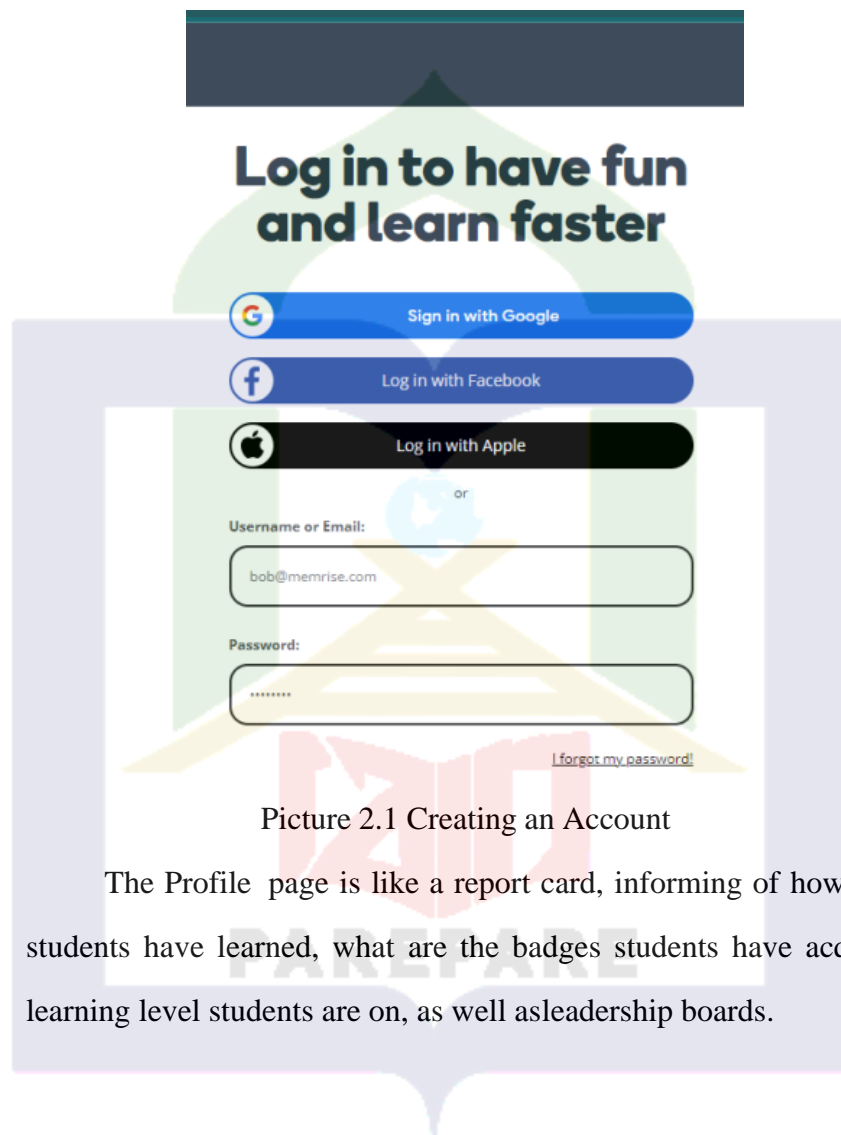
Picture 2.1 Creating an Account

The Profile page is like a report card, informing of how many words
students have learned, what are the badges students have acquired, which
learning level students are on, as well asleadership boards.

2) Choosing a course
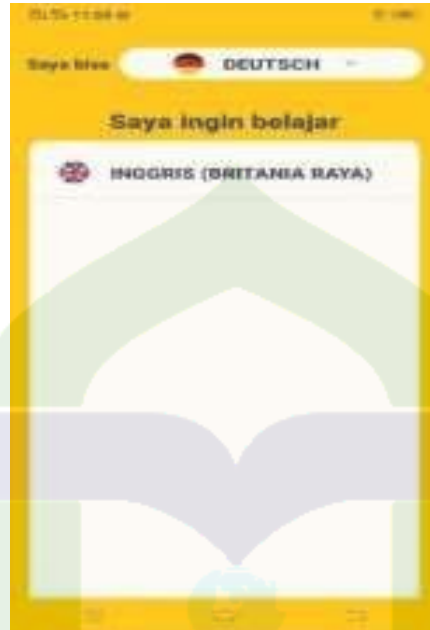
Picture 2.2 Choosing a Course

In the language section of the site alone there are courses in over 200 languages available. The course screen should roughly indicate how many hours it will take to complete. A course may be divided into levels so it is easier to manage. To choose a course, the students click the 'Browse' button at the top of the site. The students can then sort through courses by language or popularity or search for keywords. The students choose English to learn.

3) Starting the learning.

  The students click on Menubar 'Mulai belajar' then wait a moment, after that, the menubar will be showed for each level and the students click the center of the buttom (Kajian Cepat).

Picture 2.3 Starting the Learning

4) Learning vocabulary by using memrise web.

    After students click 'Mulai Belajar', the menubar will show the list of vocabulary. Memrise use a garden as a metaphor for memory. When students start learning a course, the vocabulary items will be planted as 'seeds'. The vocabulary will be given over and over again. Start from the easy way, middle and more difficult. There are always the audio pronounce for each vocabulary. As the students are tested on them through typing, pronunciation and multiple choice test.
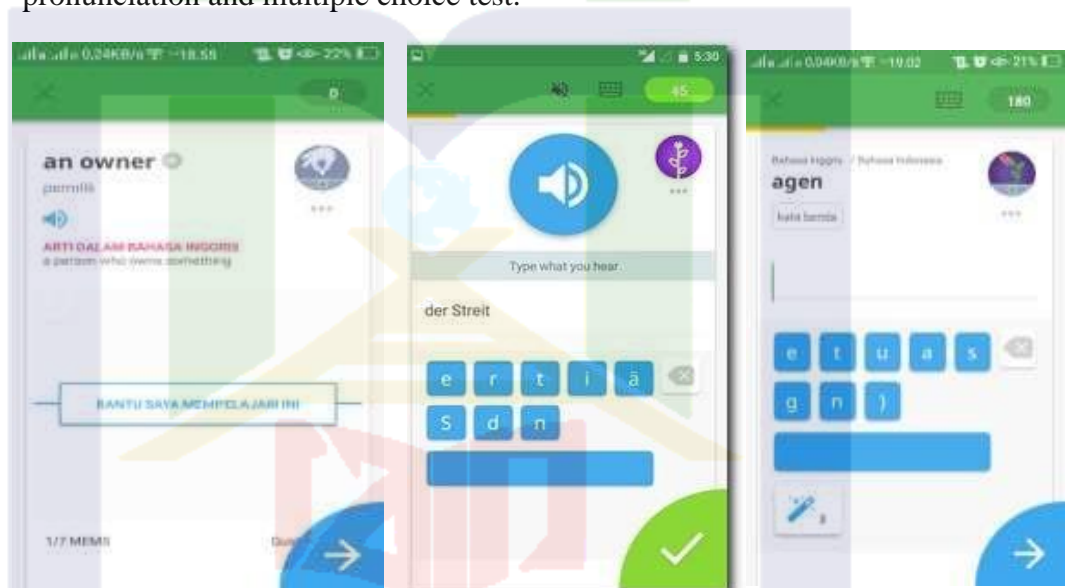
Picture 2.4 Audio Pronounce of Vocabulary, Typing Test and

Pronunciation Test

    The main page of Memrise looks like the user (student) is entering outer space, with multiple levels expressed as planets. Each level has a particular theme. When students/user entered a level, there are certain numbers of words and phrases which they need to master, before they head on to the next level. Students go from one screen to the next as they answer

the questions correctly. If students give the wrong answer, then it will just take more steps to clear level as that word or phrase will be re-taught to them.

5) Public profile.

In this public profile show the point that students get from every level. The Profile page is like a report card, informing of how many words students have learned, what are the badges students have acquired, which learning level students are on, as well as leadership boards. Based on the explanation above about procedures of using Memrise web, the researcher concludes that there are some activities in using the Memrise application to learn and reviewing vocabulary. First, students read English vocabulary or phrases related to previously chosen themes and the meaning
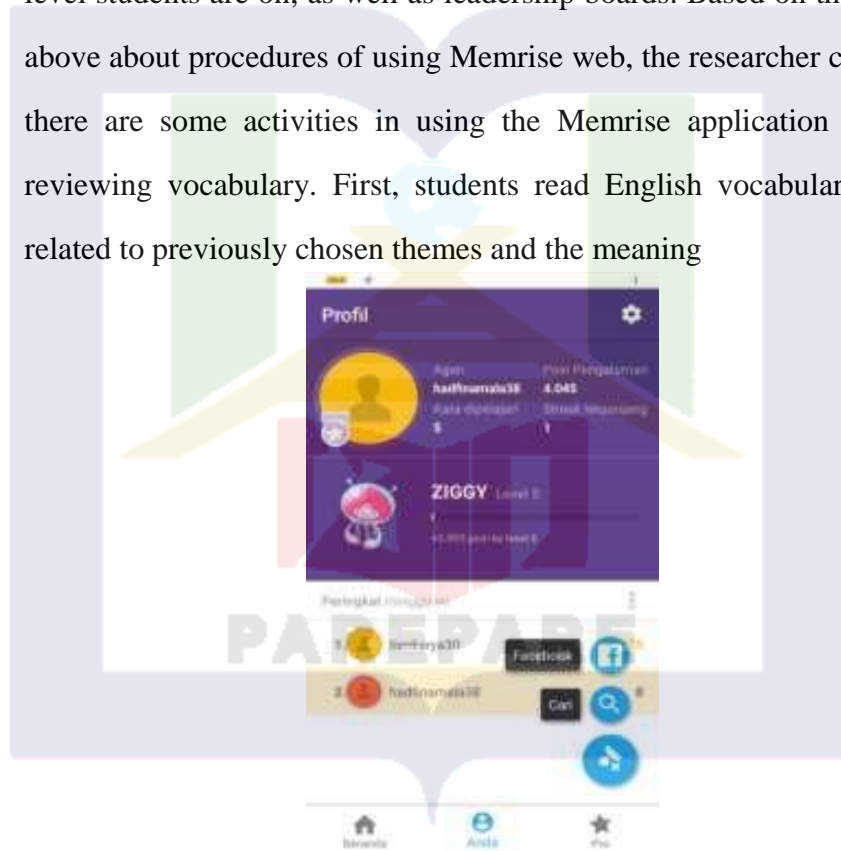
Picture 2.5 Public Profile

Indonesian, students understand the explanation related to the word or phrase given both in terms of definition and meaning, Students listen to how to read the

given vocabulary by native speaker recording. Students rewrite the words given. This is so that students are able to remember how to write the words learned beforehand. In addition to presenting material, the application sometimes presents a form of multiple choice test, typing test, and pronunciation test.

Students can test their memories with some of these tests. Multiple choice testing presents a certain Indonesian word then students search in the answer choices where the English of the word is presented. pronunciation test presents a word referred to by native speaker recording, then students are asked to guess the word/phrase what is called by the native speaker and the last test is typing test, this form test presents certain English words then the student's task is to write down the meaning of the word. The last is students can see the ranking of the acquisition of words or phrases that have been studied before through their respective profiles.

C. Conceptual Framework

The main focus of this research is Implementation of "Memrise Web" As Digital Learning Media for Vocabulary Mastery at Second Grade at SMP 9 Parepare. The researchers design the conceptual framework of this research by showing diagram below:

```
┌─────────────────────────────────────┐
│     ENGLISH VOCABULARY MASTERY       │
└─────────────────────────────────────┘
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┌──────────────┐   ┌──────────────┐   ┌──────────────┐
│   SPELLING   │   │   MEANING    │   │   GRAMMAR    │
└──────────────┘   └──────────────┘   └──────────────┘
```

```
┌─────────────────────────────────────┐
│    TECHNOLOGY AS TEACHING MEDIA      │
└─────────────────────────────────────┘
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```
┌──────────────┐
│  MEMRISE WEB │
└──────────────┘
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```
┌──────────┐  ┌───────────────┐  ┌──────────┐  ┌──────────┐
│STUDY NEW │  │ PRONUNCIATION │  │ GRAMMAR  │  │ EXPLORE  │
│  WORD    │  │     MODE      │  │  LEARN   │  │  MODE    │
└──────────┘  └───────────────┘  └──────────┘  └──────────┘
```

```
┌─────────────────────────────────────┐
│    THE IMPROVEMENT OF STUDENTS'      │
│       VOCABULARY MASTERY             │
└─────────────────────────────────────┘
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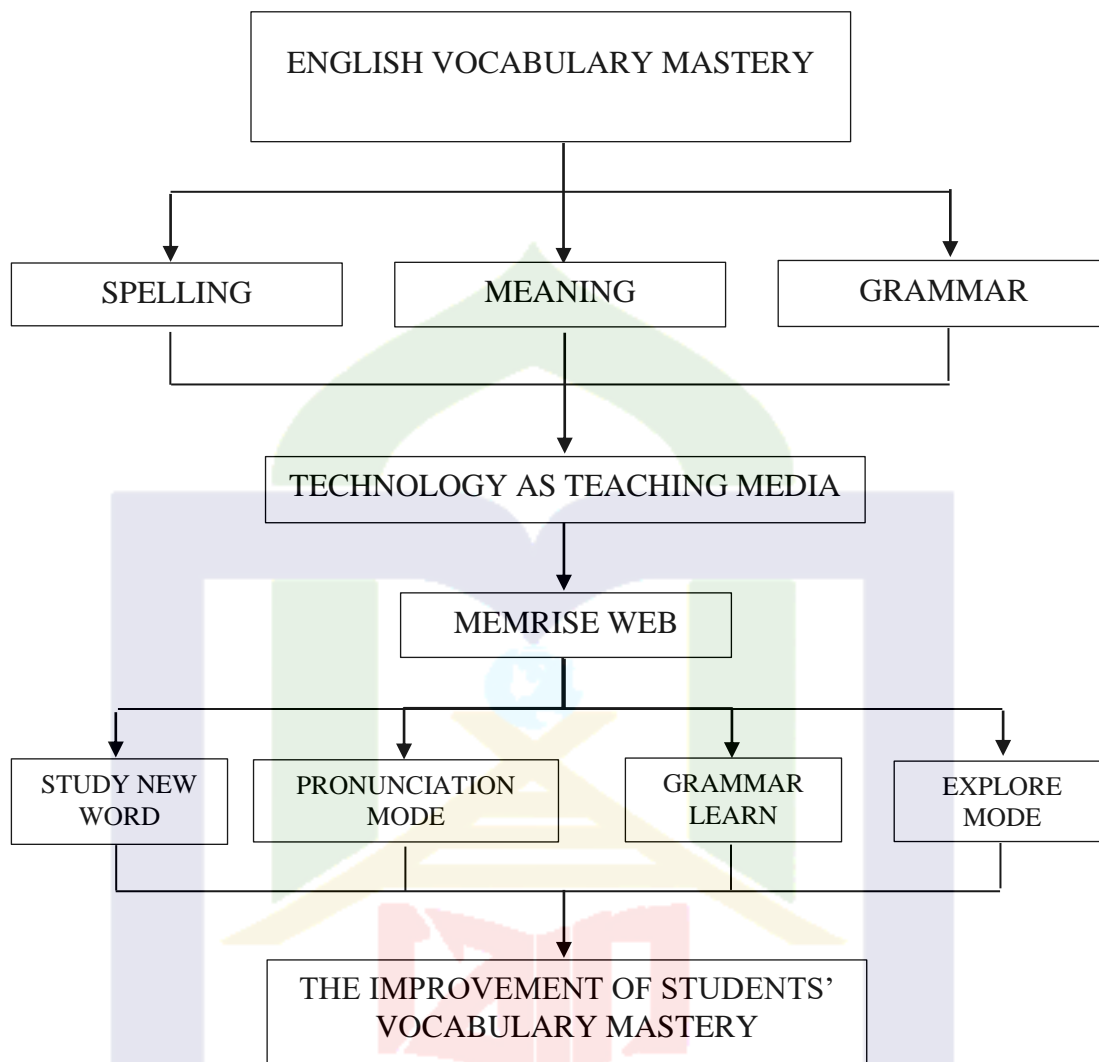
Picture 2.6 : Conceptual Framework

Based on the conceptual framework above, it can be seen that this research focuses on vocabulary mastery which the criteria consist of the students able to spell the words well, the students able to use the words in sentence and also the students able to know the meaning of the words, then the researcher uses technology-based learning by implementing the Memrise Web for learning vocabulary, which the features consist of grammar learn, study new words, pronunciation mode and also

Explore mode, all of these features are use by researcher to improve students' vocabulary mastery which will be done by drilling and understanding vocabulary based on this technology.

D. Hypothesis

The hypothesis of the research was formulated as follows:

1. Null Hypothesis (Ho): There is no significant different between the result of pretest and post-test score while using Memrise Web on students Vocabulary mastery.

2. Alternative Hypothesis (Ha): There is a significant different between the result of pretest and post-test score while using Memrise Web on students Vocabulary mastery.
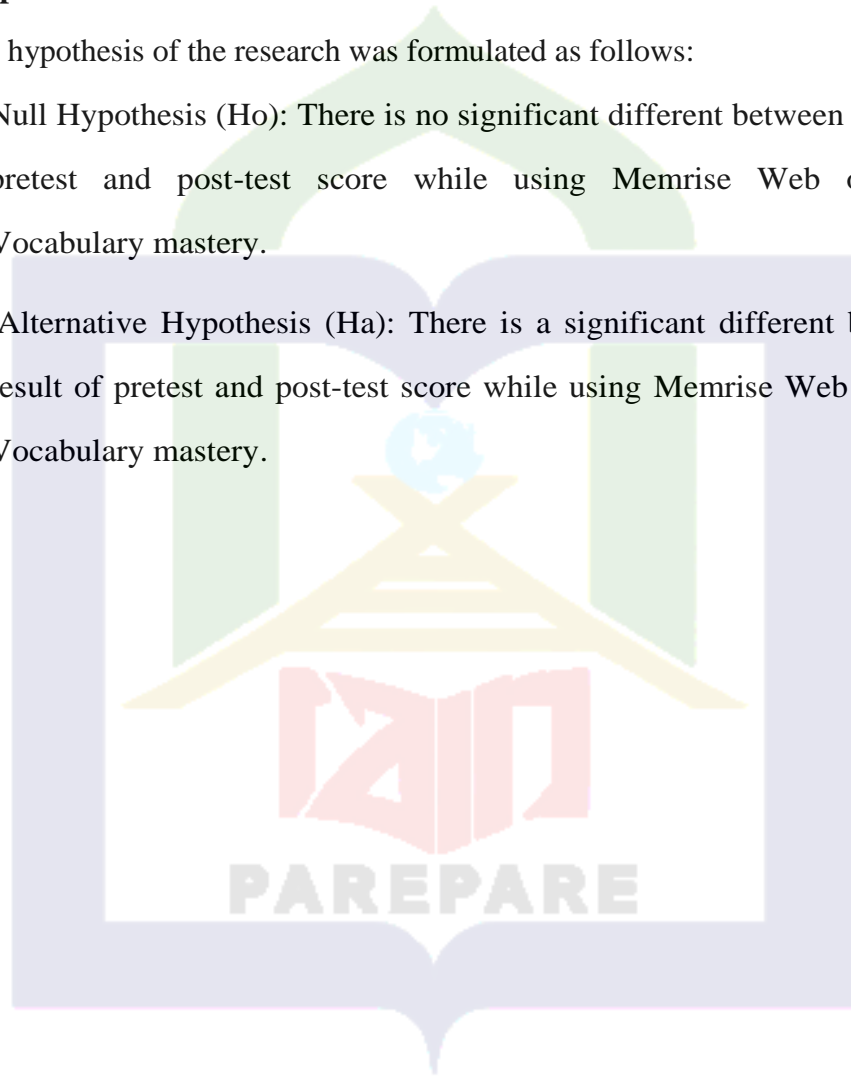
CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used pre-experimental research design by using pre-test and post-test with quantitative approach, because the researcher want to established possible cause and effect between dependent and independent variable.

The design used an experimental design, a researcher gathers method or media used samples and then randomly assigns half the samples to classroom and the other half to be used in other term of variable while controlling all the other variables. The researcher is intended using of "Memrise Web" As Digital Learning Media for Vocabulary Mastery at Second Grade at SMP 9 Parepare.

Table 3.1 Pre test-Post test Design

$$O1 \ X \ O2$$

Where:

O1 : Pretest

X : Treatment

O2 : Posttest

B. Variables and Indicators of the Research

1. The independent variable is the implementation of Memrise Web.

2. The dependent variable is the students' vocabulary.

C. **Location and duration of the Research**

The location of the research was conducted at SMP 9 Parepare. It located Jl. Bau Massepe No.94, Kp. Baru, Kec. Bacukiki Barat, Kota Parepare, Sulawesi Selatan in, and the researcher did the research around 3 months including collect the data and analysis data.

D. **Population and Sample of Research**

1. Population

The population of this research was 206 of second Grade from SMP Negeri 9 Parepare. It consisted of seven classes and showed by the following table below:

Table 3.2 Population of Research

CLASS	GENDER		TOTAL
	MALE	FEMALE	
VIII.1	14	14	28
VIII.2	12	17	29
VIII.3	14	14	28
VIII.4	15	15	30
VIII.5	12	18	30
VIII.6	15	16	31
VIII.7	15	15	30
TOTAL	97	109	206

(Source: SMP Negeri 9 ParePare)

2. Sample

In this research, the total of populations were 206 students but it were not possible to take all of them as the samples, therefore the researcher chose 30

students from class VIII.4 as the samples for class experiment. The researcher choosed class VIII.4 as the sample because this class was seen to have the potential to be taught by using Memrise Web because the students in this class were very low and minimal in vocabulary and the students were highly eager to learn. Therefore the researcher thought it was suitable to utilize this class as the sample. The technique for taking this class is purposive sampling. Purposive sampling is a sampling technique with certain considerations. The reason for using this purposive sampling technique is because it is suitable for use in quantitative research or studies that do not generalize, according to Sugiyono.[45]

E. **Procedure of Collecting Data**

The procedures of collecting data as followed:

a. Pre-test

Before giving treatment, the researcher did pre-test for the students by providing some vocabulary tests. After giving pre-test, the researcher gave treatment to the students.

b. Treatment

After being given a pre-test, the researcher gave treatment to the students in the classroom. The treatment carried out in four meetings.

a. The first meeting

Topics : Occupations

1. Researcher greeted to the students' open the class.

2. Researcher gave direction to pray before learning.

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[45] Sugiyono, "Metode Penelitian Kuantitatif, Kualitatif, dan R&D", (Bandung: Alfabeta, cv, 2016), h. 85.

3. Researcher introduced herself to all the students'.

4. Researcher gave motivation to the students' before teaching the materials.

5. Researcher checked the attendance list.

6. Researcher explained the material and the activity that will be used.

7. Researcher asked the students to mention the occupation that they knew in English.

8. Researcher asked the students to open the Memrise Web and clicked the button "study the new words", it contained some list of vocabularies of occupations.

9. Researcher asked the students to choose the word "soldier" then the students clicked the button which was like speaker then the student listened the pronunciation.

10. Researcher pointed each student to practice how to pronounce the occupations and determined their level of knowledge by pressing several options in Memrise Web.

11. Researcher ask students to calm down and give ice breaking so students didn't get bored.

12. Researcher asked students to identify vocabulary that was difficult to memorize.

13. Students practiced pronouncing and memorizing difficult vocabulary together.

14. Researcher concluded the learning along with the solutions and deficiencies that existed from the learning process that has been carried out.

b. The second meeting

Topics: Adjective vocabularies

1. Researcher greeted to the students' open the class.

2. Researcher gave direction to pray before learning.

3. Researcher gave motivation to the students' before teaching the materials.

4. Researcher checked the attendance list.

5. Researcher explained the material and the activity that will be used.

6. Researcher asked the students to mention the English of the adjective vocabulary that the researcher had mentioned in Indonesia.

7. Researcher asked the students to open the Memrise Web and clicked the button "study the new words", it contained some list of adjective vocabularies.

8. Researcher asked the students to choose the word "comfortable" then the students clicked the button which was like speaker then the student listened the pronunciation. Then after listening the pronunciation the student tried to follow the pronunciation.

9. Researcher pointed each student and asked the student to press the button "pronunciation mode" and after that asked the student to press the microphone to record their pronunciation and the pronunciation will be corrected automatically by Memrise.

10. Researcher asked students to calm down and give ice breaking so students didn't get bored.

11. Researcher asked students to identify vocabulary that was difficult to memorize.

12. Researcher asked the students press the button "Classic Review" then it showed the words that the students have studied before and it helped the students to memorize the difficult words because the students can choose the words that they want to set for reviewing.

13. Researcher concluded the learning along with the solutions and deficiencies that existed from the learning process that has been carried out.

c. The third meeting

   Topics : Study about grammar

   1. Researcher greeted to the students' open the class.

   2. Researcher gave direction to pray before learning.

   3. Researcher gave motivation to the students' before teaching the materials.

   4. Researcher checked the attendance list.

   5. Researcher explained the material and the activity that will be used.

   6. Researcher asked the students to go to "grammar learn" in Memrise web.

   7. Researcher asked the students to read the explanation in Memrise Web about grammar and watched the tutorial.

8. Researcher asked the students to memorize the pattern that has been showed in Memrise.

9. Researcher pointed each student to do the exercise in Memrise, one exercise for one student.

10. Researcher asked students to calm down and give ice breaking so students didn't get bored.

11. Researcher gave homework to the students for three numbers for training the students understanding about grammar.

12. Researcher concluded the learning along with the solutions and deficiencies that existed from the learning process that has been carried out.

d. The fourth meeting

Topics: Learn with native speaker

1. Researcher greeted to the students' open the class.

2. Researcher gave direction to pray before learning.

3. Researcher gave motivation to the students' before teaching the materials.

4. Researcher checked the attendance list.

5. Researcher explained the material and the activity that will be used.

6. Researcher asked the students to choose the feature learning with native speaker.

7. Researcher asked the students to watch and pay attention how the native speaker spoke, the intonation and the stress.

8. Researcher asked the students to practice with their sit mates after watching the video.

9. Researcher asked the student press the button "explore mode". Then asked the student to point their smartphone's camera at an object and they can get the name of the object in their target language.

10. Researcher asked students to calm down and give ice breaking so students didn't get bored.

11. Researcher concluded the learning along with the solutions and deficiencies that existed from the learning process that has been carried out.

c. Post-test

Post-test was given as the last procedure in this research. It was administrated after applying the treatment. From the data collected with the post-test was compared with the data from pre-test. The result showed significant differences in students' achievement after treatment.

F. Instrument of the Research

In this study, researcher used the test as an instrument before and after treatment. There were two tests in this study: the pre-test and the post-test. The pre-test was to determine students' initial knowledge, while the post-test was to determine students' final knowledge after the treatment was carried out. In the pre-test, the researcher gave a list of vocabulary words to the students, and they had to state their meaning. The researcher gave the different test in the post-test.

G. Technique of Data Analysis

In quantitative research, data analysis techniques directed to answer the problem formulation has been determined. Caused the data was quantitative, then analyzes the data using statistical methods that have been available.[46] Technique of Data analysis in this research will use Microsoft Excel.

1. Descriptive Analysis

Method that served to describe or give an overview of the object under study through data or samples that have been collected not exist without doing analysis and making conclusions, this analysis focused on mean, standard deviation and some of any testbefore conducting infrential analysis.

At the stage of calculating scores after the student test, both pre-test and post-test, use the formula below:

$$\text{Skor} = \left[\frac{\left(B - \frac{S}{P-1}\right)}{N}\right] \times 100$$

Notes :

A = Score

B = Number of correct items

S = wrong number of items

N = number of multiple choice questions

P = number of choices (options)

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[46] Sugiono, *Metodologi Penelitian Kuantitatif Kualitatif dan R&D,* (Bandung: Alfabeta, 2012), Cet.Ke-4. P.243

1 = fixed number

Then it will be categorized based on the level of competence which will be categorized as follows:

N0	Category	SCORE
1	(Very Good)	80-100
2	(Good)	66-79
3	(Fair)	56-65
4	(Poor)	40-55
5	(Very Poor)	<39

2. Inferential Analysis

In this study, the data analysis used SPSS with paired sample T-test, according to Ross Paired sample t-Test is a test of the difference between two paired samples. Paired samples are the same subjects, but experience different treatments. This different test model is used to analyze the research model before and after.[47]

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[47] Ross, Amanda, and Victor L. Willson. "Paired samples T-test." *Basic and advanced statistical tests*. Brill, 2017. 17-19.

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

The research was carried out to determine the increase in students' vocabulary mastery to measure abilities before and after the research. The test consisted by pre and posttest. Assess the improvement of students' vocabulary mastery after using "Memrise Web" at the second grade of SMP Negeri 9 Parepare, it would typically conduct a study by evaluation the students' vocabulary mastery.

Before conducting research and providing material, students are first given a test to measure students' abilities before being given treatment in the form of using the Memrise Web and the following are the results of the students' pre-test:

Table 4.1 Result of Pre-Test for Students' Vocabulary Mastery

NO	STUDENT	ANSWER		SCORE	CATEGORY
		CORRECT	WRONG		
1	STUDENT 1	9	16	36	VERY POOR
2	STUDENT 2	7	18	28	VERY POOR
3	STUDENT 3	5	20	20	VERY POOR
4	STUDENT 4	6	19	24	VERY POOR
5	STUDENT 5	9	16	36	VERY POOR
6	STUDENT 6	10	15	40	POOR
7	STUDENT 7	7	18	28	VERY POOR
8	STUDENT 8	10	15	40	POOR
9	STUDENT 9	11	14	44	POOR

10	STUDENT 10	7	18	28	VERY POOR
11	STUDENT 11	8	17	32	VERY POOR
12	STUDENT 12	6	19	24	VERY POOR
13	STUDENT 13	8	17	32	VERY POOR
14	STUDENT 14	6	19	24	VERY POOR
15	STUDENT 15	8	17	32	VERY POOR
16	STUDENT 16	9	16	36	VERY POOR
17	STUDENT 17	10	15	40	POOR
18	STUDENT 18	11	14	44	POOR
19	STUDENT 19	9	16	36	VERY POOR
20	STUDENT 20	6	19	24	VERY POOR
21	STUDENT 21	8	17	32	VERY POOR
22	STUDENT 22	7	18	28	VERY POOR
23	STUDENT 23	8	17	32	VERY POOR
24	STUDENT 24	11	14	44	POOR
25	STUDENT 25	9	16	36	VERY POOR
26	STUDENT 26	12	13	48	POOR
27	STUDENT 27	9	16	36	VERY POOR
28	STUDENT 28	6	19	24	VERY POOR
29	STUDENT 29	8	17	32	VERY POOR
30	STUDENT 30	9	16	36	VERY POOR

Sources: Output Excel 2023

Furthermore, to find out more about the average percentage of students' abilities after being categorized, it can be seen as below;

Table 4.2 Pre-Test Percentage

N0	Category	Result of Pre Test	
		Frequency	Percent
1	(Very Good) 80-100	0	0
2	(Good) 66-79	0	0
3	(Fair) 56-65	0	0
4	(Poor) 40-55	23	77
5	(Very Poor) <39	7	23
	Total	**30**	**100**

Sources: Output Excel 2023

According to the data, students who get score in category of Poor interval 40-55 is 23 student with 76.67%. Students who get score in category of very poor interval <39 is 7 student with 23%.

The results of student scores on the pre-test are entered into SPSS to find out the average, maximum and minimum scores, so the results below are obtained:

Table 4.3 Descriptive of Pre-Test

Descriptive of Pre Test

	N	Minimum	Maximum	Mean	Std. Deviation
PreTest	30	20	48	33.20	7.136
Valid N (listwise)	30				

Sources: *Output SPSS 2023*

According to the data above, the minimum score showed is 20. The maximum score showed 48 , the mean score showed 33.20 which may category of **Very Poor**.

Then, after the treatment was carried out, the researchers also carried out a test to measure students' vocabulary mastery after being given treatment in the form of vocabulary learning using the Memrise Web and the following are the results of the students' post-test:

Table 4.4 Result of Post-Test for Students' Vocabulary Mastery

NO	STUDENT	ANSWER		SCORE	CATEGORY
		CORRECT	WRONG		
1	STUDENT 1	21	4	84	VERY GOOD
2	STUDENT 2	20	5	80	VERY GOOD
3	STUDENT 3	22	3	88	VERY GOOD
4	STUDENT 4	19	6	76	GOOD
5	STUDENT 5	21	4	84	VERY GOOD
6	STUDENT 6	17	8	68	GOOD
7	STUDENT 7	19	6	76	GOOD
8	STUDENT 8	21	4	84	VERY GOOD
9	STUDENT 9	16	9	64	FAIR

10	STUDENT 10	22	3	88	VERY GOOD
11	STUDENT 11	17	8	68	GOOD
12	STUDENT 12	18	7	72	GOOD
13	STUDENT 13	16	9	64	FAIR
14	STUDENT 14	22	3	88	VERY GOOD
15	STUDENT 15	19	6	76	GOOD
16	STUDENT 16	15	10	60	FAIR
17	STUDENT 17	16	9	64	FAIR
18	STUDENT 18	18	7	72	GOOD
19	STUDENT 19	20	5	80	VERY GOOD
20	STUDENT 20	22	3	88	VERY GOOD
21	STUDENT 21	21	4	84	VERY GOOD
22	STUDENT 22	23	2	92	VERY GOOD
23	STUDENT 23	18	7	72	GOOD
24	STUDENT 24	22	3	88	VERY GOOD
25	STUDENT 25	17	8	68	GOOD
26	STUDENT 26	15	10	60	FAIR
27	STUDENT 27	16	9	64	FAIR
28	STUDENT 28	18	7	72	GOOD
29	STUDENT 29	19	6	76	GOOD
30	STUDENT 30	21	4	84	VERY GOOD

Sources: Output Excel 2023

Furthermore, to find out more about the average percentage of students'
abilities after being categorized, it can be seen as below;

Table 4.5 Post-Test Percentage

N0	Category	Result of Post Test	
		Frequency	Percent
1	(Very Good) 80-100	13	43
2	(Good) 66-79	11	37
3	(Fair) 56-65	6	20
4	(Poor) 40-55	0	0
5	(Very Poor) <39	0	0
Total		**30**	**100**

Sources: Output Excel 2023

According to the data, students who get score in category of Very Good interval 80-100 is 13 student with 43%, students who get score in category of Good interval 66-79 is 11 student with 37%. Students who get score in category of fair interval 56-65 is 6 student with 20%.

The results of student scores on the pre-test are entered into SPSS to find out the average, maximum and minimum scores, so the results below are obtained:

Table 4.6 Descriptive of Post-Test

Descriptive Statistics of Post Test

	N	Minimum	Maximum	Mean	Std. Deviation
PostTest	30	60	92	76.13	9.598
Valid N (listwise)	30				

Sources: *Output SPSS 2023*

According to the data above, the minimum score showed in 60,00. The maximum score showed 92, the mean score showed 76,13 which may category of **Good**.

After obtaining the findings from the pre-test and post-test results, the researcher intends to answer the research questions which will be answered as follows:

1. **The Improvement of Students Vocabulary Mastery after using "Memrise Web" at Second Grade at SMP Negeri 9 Parepare.**

In order to make it easier to analyze the data and make conclusions, the researcher summarized the research data, both pre-test and post-test results, and the results can be seen in the table below:

Table 4.7 Accumulation of Students Vocabulary Mastery.

No	Test Result	Score	Category
1	Pre Test	33,20	Very Poor
2	Post Test	76,13	Good

Sources: Data of SPSS 25

The pretest represents the Pre scored 33,20 on this test, which the "Very Poor" category. And Post Test represents a score of 76,13, which the "Good" category.

Based on the result that pretest categorized as poor which identified has no treatment, and posttest categorized as very good after using memrise web.

This assess the Using Memrise Web to Improve Students' Vocabulary Mastery, the t-test Independent can be employed as a statistical tool. The t-test Independent allows for a comparison between two tests: one test that utilizes the Memrise Web for vocabulary mastery and another test which after use Memrise Web. Following are the results of the data description:

Table 4.8 Output Paired sample T-test

				Std.	95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Error Mean	Lower	Upper	T	df	
Pair 1	PreTest - PostTest	42.933	14.169	2.587	48.224	37.643	16.597	29	.000

Sources: Data of SPSS 25

Based on the results of the analysis, it is obtained that the t_{hitung} value is 16.597 where to find out whether the t_{hitung} value is significant with a 95% or 0.05 confidence interval, it must be compared with the value in the t_{table}. And to see the t_{table} it must be based on (dk) or degrees of freedom (df) whose magnitude is n-1, in this case it means 30-1 = 29. It refer to the t_{table} value of 1.699.

If the calculated t_{hitung} was 16.597 and the t value from t_{table} (t distribution table) was 1.699., then the researcher concluded that there is a significant difference

between the two test of data being compared. In this context, the null hypothesis which states that there is no difference between the two data groups can be rejected. The alternative hypothesis which states that there is a difference between the two groups of data will be accepted. The results of the analysis obtained t_{hitung} 16.597 > 1.699., then the null hypothesis was rejected and the ha hypothesis was accepted. So, there is an Improvement of Using Memrise Web to Improve Students' Vocabulary Mastery for The Second Grade at SMP Negeri 9 Parepare.

The treatment processed using "Memrise Web" at Second Grade at SMP Negeri 9 Parepare can be explained below:

Activities	Implementation
Opening class	1. Researcher greeted to the students' open the class.
	2. Researcher gave direction to pray before learning.
	3. Researcher introduced herself to all the students'.
	4. Researcher gave motivation to the students' before teaching the materials.
	5. Researcher checked the attendance list.
	6. Researcher explained the material and the activity that will be used
Main class	**FIRST ACTIVITIES**
	1. Researcher asked the students to mention the occupation that they knew in English.
	2. Researcher asked the students to open the Memrise Web and clicked the button "study the new words", it contained some list of vocabularies of occupations.

3. Researcher asked the students to choose the word "soldier" then the students clicked the button which was like speaker then the student listened the pronunciation.

4. Researcher pointed each student to practice how to pronounce the occupations and determined their level of knowledge by pressing several options in Memrise Web.

5. Researcher ask students to calm down and give ice breaking so students didn't get bored.

6. Researcher asked students to identify vocabulary that was difficult to memorize.

7. Students practiced pronouncing and memorizing difficult vocabulary together.

8. Researcher concluded the learning along with the solutions and deficiencies that existed from the learning process that has been carried out.

SECOND ACTIVITIES

1. Researcher asked the students to open the Memrise Web and clicked the button "study the new words", it contained some list of adjective vocabularies.

2. Researcher asked the students to choose the word "comfortable" then the students clicked the button which was like speaker then the student listened the pronunciation. Then after listening the pronunciation

the student tried to follow the pronunciation.

3. Researcher pointed each student and asked the student to press the button "pronunciation mode" and after that asked the student to press the microphone to record their pronunciation and the pronunciation will be corrected automatically by Memrise.

4. Researcher asked students to calm down and give ice breaking so students didn't get bored.

5. Researcher asked students to identify vocabulary that was difficult to memorize.

6. Researcher asked the students press the button "Classic Review" then it showed the words that the students have studied before and it helped the students to memorize the difficult words because the students can choose the words that they want to set for reviewing.

7. Researcher concluded the learning along with the solutions and deficiencies that existed from the learning process that has been carried out.

THIRD ACTIVITIES

1. Researcher asked the students to go to "grammar learn" in Memrise web.

2. Researcher asked the students to read the explanation in Memrise Web about grammar and watched the tutorial.

3. Researcher asked the students to memorize the pattern that has been showed in Memrise.

4. Researcher pointed each student to do the exercise in Memrise, one exercise for one student.

5. Researcher asked students to calm down and give ice breaking so students didn't get bored.

6. Researcher gave homework to the students for three numbers for training the students understanding about grammar.

7. Researcher concluded the learning along with the solutions and deficiencies that existed from the learning process that has been carried out.

FOURTH ACTIVITIES

1. Researcher asked the students to choose the feature learning with native speaker.

2. Researcher asked the students to watch and pay attention how the native speaker spoke, the intonation and the stress.

3. Researcher asked the students to practice with their sit mates after watching the video.

4. Researcher asked the student press the button "explore mode". Then asked the student to point their smartphone's camera at an object and they can get the name of the object in their target language.

	5. Researcher asked students to calm down and give ice breaking so students didn't get bored.
	6. Researcher concluded the learning along with the solutions and deficiencies that existed from the learning process that has been carried out.
Closing class	1. Researcher evaluate the students vocabulary mastery by check the score
	2. Researcher accumulate all the students result evaluation
	3. Researcher sum the materials which explained during learning processed
	4. Researcher did reflection about the materials

Sources: Data Treatment using Memrise Web

B. Discussion

The improvement of Students Vocabulary Mastery after using "Memrise Web" at Second Grade at SMP Negeri 9 Parepare. According to the second research and findings which explained that the improvement of Students Vocabulary Mastery after using "Memrise Web" at Second Grade at SMP Negeri 9 Parepare is effective to be implemented.   Based on the findings of the researchers before conducting the research, it was found that the vocabulary mastery of students at SMP Negeri 9 Parepare was very low, this was proven by the results of the students' pre-test which showed that the minimum score showed was 20, the maximum score showed 48, the mean score showed 33.20 which may category of Very Poor, students' very low vocabulary mastery is influenced by several things, according to Damayanti in her

research, it is the use of wrong teaching methods or strategies by teachers, teachers only rely on textbooks, students' lack of interest in learning English, including reading books in English. English, and no special vocabulary learning[48] is the main cause of students' lack of vocabulary mastery. Furthermore, after knowing the students' initial Vocabulary Mastery and referring to the theory put forward by Damayanti regarding the use of wrong media and methods by teachers causing a lack of students' Vocabulary Mastery, therefore the researcher applied a teaching method that used Memrise web media.

The treatment process described above, utilizing "Memrise Web" for second-grade students at SMP Negeri 9 Parepare, presents a comprehensive and interactive approach to language learning. The researcher initiated the class with a warm greeting and motivational introduction, setting a positive tone for the learning environment. The incorporation of a prayer ritual before the lesson underscores the holistic and culturally sensitive approach to education. In the main class activities, the researcher employed various strategies to enhance vocabulary acquisition and pronunciation skills. The utilization of Memrise Web, with its interactive features such as studying new words, listening to pronunciations, and recording one's own pronunciation for correction, reflects a technologically innovative and engaging learning environment. The researcher facilitated student participation by encouraging them to identify difficult vocabulary and practice together, promoting a collaborative and supportive atmosphere.

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[48] Damayanti Hsb, I. (2016). *Improving Students 'Vocabulary Mastery by Using Frayer Model for Senior High School Students* (Doctoral dissertation, Universitas Negeri Padang).

This approach aligns with contemporary pedagogical principles that emphasize the importance of maintaining student interest for effective learning. Additionally, the use of the "Classic Review" feature in Memrise Web allows students to reinforce their memory of challenging words, fostering long-term retention and understanding.

The introduction of grammar learning through Memrise Web expands the scope of language education, emphasizing not only vocabulary but also grammatical structures. The integration of exercises and homework assignments contributes to a more comprehensive understanding of language rules and patterns. The inclusion of native speaker features and exploration mode further enriches the learning experience, providing students with real-life language exposure and enhancing their speaking skills. The closing class activities, including the evaluation of vocabulary mastery, result accumulation, and reflection on the materials, demonstrate a thoughtful and reflective teaching approach. The researcher's commitment to continuous improvement is evident through the assessment of solutions and deficiencies in the learning process, reinforcing a learner-centered and adaptable teaching methodology.

The first meeting the researcher introduced Memrise web, an online learning platform, to the students with the aim of enhancing their vocabulary mastery. Memrise web was specifically designed to improve the ability to memorize and study various subjects, including vocabulary.

The researcher explained the features of Memrise web to the students. They highlight its interactive learning methods, the use of visual memory cards, and the ability to create and share learning content. By showcasing these features, the

researcher emphasizes the platform's potential in making vocabulary learning more engaging and effective.

The researcher proceed to demonstrate how to use Memrise web. The researcher guided the students through the registration process, account creation, and searching for relevant learning materials. Additionally, they showcase the interactive features available on the platform, such as quizzes and exercises that facilitate active learning and retention. Following the demonstration, the students were given time to practice using Memrise web. This hands-on experience allows them to explore the platform further, access the provided vocabulary materials, and engage with the interactive learning tools. By actively utilizing Memrise web, the students have the opportunity to strengthen their vocabulary skills in an interactive and engaging manner.

The students have gained practical experience with Memrise web, the researcher plans to evaluate the effectiveness of the platform in helping students learn and master vocabulary. This evaluation involves measuring the students' progress and understanding of the vocabulary through various assessments, such as written and oral tests.

After carrying out a series of treatments, to test students' abilities after the process of implementing Memrise web. According to the process of implementing Memrise web, the researcher carried out another test with the same level of questions as the pre-test after doing the scoring, so the data above was obtained, the minimum score showed in 60.00. The maximum score showed 92, the mean score showed 76.13 which may category of Good, when compared with the pre-test results, an increase can be seen visibly, this increase is due to the students' comfort in learning

with learning media that is integrated with technology, according to The Memrise application increases students' interest in mastering vocabulary as well as learning more about easy and fast use of the application.[49]

The findings of the research indicate that implementing "Memrise Web" was effective in improving students' vocabulary skills. The research specifically evaluated the students' progress in vocabulary mastery after using "Memrise Web" as a learning tool. It is evident from the findings that the students showed a notable improvement in their vocabulary skills following the implementation of the platform memorize web. Based on the analysis, the researcher can provide valuable feedback to the students regarding their progress, areas of improvement, and strengths in vocabulary learning. They can offer guidance and suggestions on how to further enhance their vocabulary skills, both by continuing to use Memrise web and by exploring other learning tools and resources.

The effectiveness of "Memrise Web" in enhancing students' vocabulary mastery suggests that the interactive learning methods, visual and interactive features of the platform contributed positively to the students' learning experience. The engaging nature of the platform likely facilitated better understanding, retention, and application of vocabulary knowledge among the students at SMP Negeri 9 Parepare.

The conclusion about the increase in students' Vocabulary mastery after implementing the Memrise Web can be seen from the Paired sample T-test output which shows that the results of the analysis obtained tcount 16,597 > 1,699., then the null hypothesis was rejected and the ha hypothesis was accepted. So, there is an

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[49] Hamer, W. (2021, June). Utilizing Memrise application as instructional media-based technology to enrich the students' vocabulary mastery. In *UNNES-TEFLIN National Seminar* (Vol. 4, No. 1, pp. 364-375).

Improvement of Using Memrise Web to Improve Students' Vocabulary Mastery for The Second Grade at SMP Negeri 9 Parepare.

Memrise Web effective in improving students vocabulary mastery. According to Miarso, learning media is everything that is used in channeling messages or information and can stimulate students' thoughts, attention, feelings and willingness so that it can encourage the deliberate, purposeful, and controlled learning process.[50] Meanwhile According to Surjono, the use of multimedia as interactive teaching material in learning process can present a learning material that contains multimedia components such as text, graphics, images, sound, video and animation. However, the multimedia component must be processed and manipulated and integrated digitally using a computer or electronic device.[51] So it can be concluded that Memrise web effective to Improve students' vocabulary mastery because Memrise Web is one of an online learning platform which consist of image, audio and video that can make the students interest to learn, control the students' learning process and can help the students to improve their vocabulary mastery.

These research findings implied that integrating "Memrise Web" into the curriculum or as a supplementary learning resource at the second grade level can have a positive impact on students' vocabulary development. The platform's interactive features and user-friendly interface likely motivated students to actively engage in vocabulary learning, resulting in improved mastery. Based on the research's positive findings, it is recommended that educators and schools consider incorporating

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[50] Yusufhadi, Miarso. "Menyemai Benih Teknologi Pendidikan", (Jakarta: Kencana Prenada Media Group, 2009)

[51] Herman Dwi Surjono, "Multimedia Pembelajaran Interaktif: Konsep dan Pengembangan", (Yogyakarta: UNY Press, 2017)

"Memrise Web" into their teaching practices to enhance students' vocabulary skills. The platform can be used as an effective tool to support vocabulary instruction and provide students with an engaging and interactive learning experience at SMP Negeri 9 Parepare.

The important for educators and administrators to continuously monitor and evaluate the using of "Memrise Web" to ensure its ongoing effectiveness and make any necessary adjustments based on the specific needs and learning goals of the students. Researcher demonstrated that using "Memrise Web" at the second grade level in SMP Negeri 9 Parepare resulted in significant improvements in students' vocabulary mastery. This highlights the potential of online learning platforms like "Memrise Web" to enhance language learning and support students in developing strong vocabulary skills.
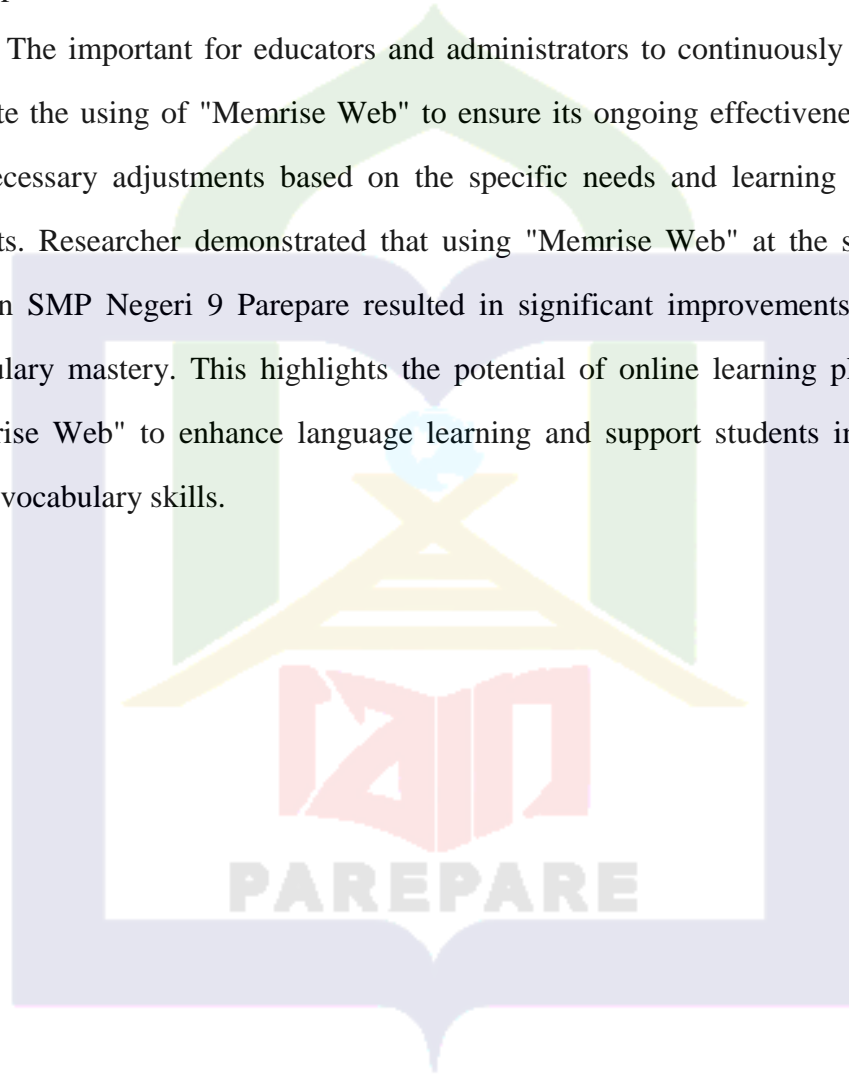
CHAPTER V

CONCLUSION

A. Conclusion

According to the research about Using Memrise Web to Improve Students' Vocabulary Mastery for The Second Grade at SMP Negeri 9 Parepare, the conclusion can be explained that the improvement of Students Vocabulary Mastery after using "Memrise Web" at Second Grade at SMP Negeri 9 Parepare The pretest represents the Pre scored 33,20 on this test, which the "Very Poor" category. And Post Test represents a score of 76,13, which the "Good" category. Based on the result that pretest categorized as poor which identified has no treatment, and posttest categorized as very good after using Memrise Web.

The conclusion about the increase in students' Vocabulary mastery after implementing the Memrise web can be seen from the Paired sample T-test output which shows that the results of the analysis obtained tcount $16,597 > 1,699$., then the null hypothesis was rejected and the ha hypothesis was accepted. So, there is an Improvement of Using Memrise Web to Improve Students' Vocabulary Mastery for The Second Grade at SMP Negeri 9 Parepare in teaching Vocabulary Mastery has been effective at English Class which started with preparation of Memrise Web than introducing memorize web and using memorize web. The materials for vocabulary mastery were understanding meaning at Web, spelling word at Web and arrange grammatical word at Web from the first meeting until the fourth meeting.

B. Suggestion

1. For Teacher to continue utilizing Memrise Web as a digital learning media for vocabulary mastery instruction. Integrate the platform into lesson plans and ensure regular usage throughout the academic year.

2. For Students to practice using Memrise Web to improve vocabulary mastery. Take advantage of the platform's interactive features, quizzes, and memory cards to reinforce learning and enhance retention.

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APPENDICES

Appendix 01 : Instrument

	KEMENTERIAN AGAMA REPUBLIK INDONESIA
	INSTITUT AGAMA ISLAM NEGERI PAREPARE
	FAKULTAS TARBIYAH
	Jl. Amal Bakti No.8 Soreang 91131 Telp.(0421) 21307
	VALIDASI INSTRUMEN PENELITIAN

Name of the Student : **ISMARDIANTI**

The Title of Thesis : **Using Memrise Web to Improve Students' Vocabulary Mastery For The Second Grade At SMP Negeri 9 Parepare.**

Student Reg. Number : **19.1300.048**

Faculty : **Tarbiyah**

Study Program : **English Education Program**

PRE-TEST AND POST-TEST

<u>**Instrument Pre-Test**</u>

A. Choose the correct answer by crossing (X) A,B,C, and D.

1) My sister is a nurse. She works in Anak Bunda Hospital. She ….. every patient there.

   A. sees

   B. thinks

   C. ignores

   D. Helps

2) John : French Fries and fried chicken are my favorite foods.

   Vira: Yes, I like them too. These French Fries and fried chicken are very … .

   A. salty

   B. sour

   C. delicious

   D. Bitter

3) You can find …. in your kitchen.

   A. pillow

   B. stove

   C. television

   D. Sofa

4) My mother is a tailor. She sews and makes … .

   A. books

   B. foods

C. chairs

D. Clothes

5) My father always reads ….. every morning in living room.

A. newspaper

B. radio

C. computer

D. Television

6) The gardener that works at my school … the grass and plants a very beautiful flower every Friday.

A. throws

B. plants

C. cuts

D. Goes

7) My friend's …… are sick, so he cannot hear anything well.

A. cheeks

B. nose

C. eyes

D. Ears

8) Candy is ... but honey is sweeter than candy.

A. sweet

B. salty

C. sour

D. Smooth

9) Danu is a … . He teacher Biology in our class. Every student loves him.

   A. selfish teacher

   B. kind teacher

   C. emotional teacher

   D. arrogant teacher

10) Ahmad : Do you have a ….. ?

   Shopkeeper : Of course, we do. You can find it in the book section over here.

   A. football shoes

   B. black pen

   C. red apples

   D. drawing book

B. Fill the Blank Words Below!

11. Pulpen   : P _ _   16. Jendela   = W_N_ _W

12. Rautan   = _ H _ R _ _ N _ _   17. Meja   = _ A_L_

13. Kamus   = D _ _ T _ _ N _ R _Y 18. Kipas   = _A_

14. Penggaris   = _U_E_   19. Lampu   = _A_ _

15. Spidol   = _ A _ _ E _   20. Cermin   = _ I_R_ _

C. Match the words below with the correct answer!

GURU	HEADMASTER
SISWA	NURSE
KEPALA SEKOLAH	TEACHER
PERAWAT	LAWYER
PENGACARA	STUDENT
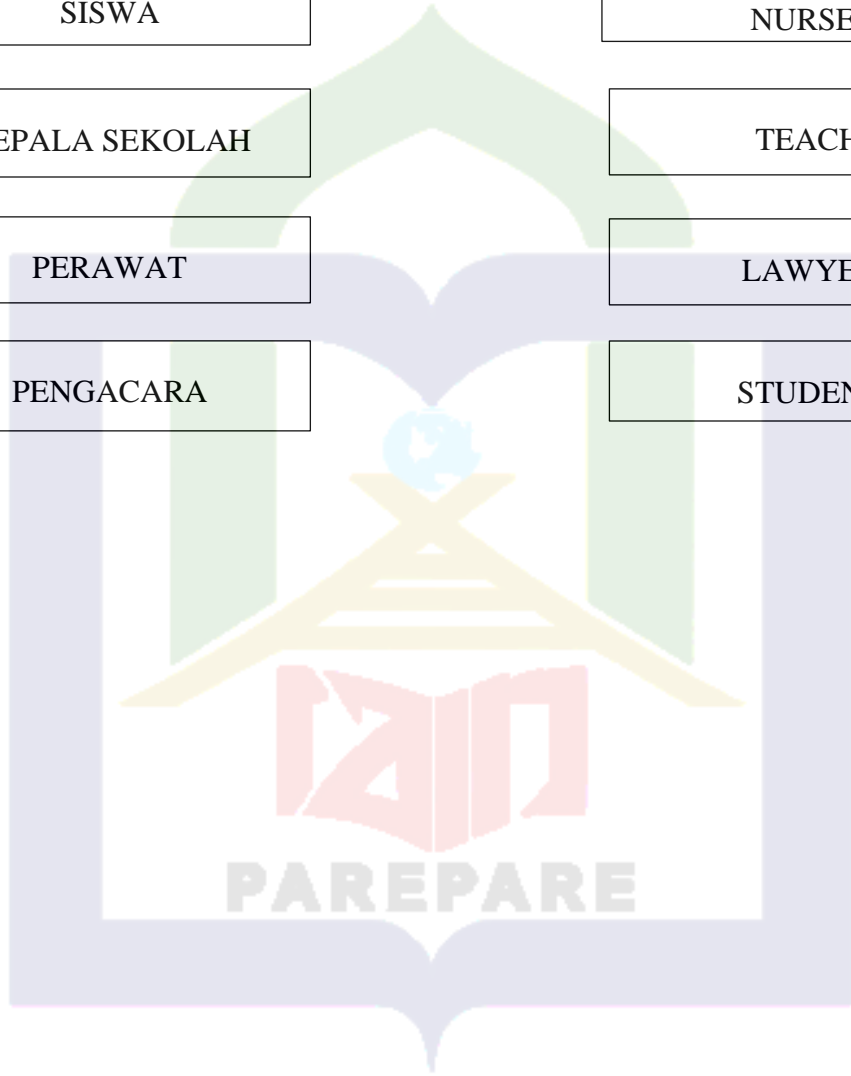
Instrument Post-Test

A. Choose the correct answer by crossing (X) A, B, C, and D.

1) A school is the place where students … with their teachers.

    A. teach

    B. work

    C. play

    D. Study

2) Bunga is celebrating her birthday.

    Now Bunga feels ……

    A. happy

    B. easy

    C. angry

    D. Hungry

3) Intan : Amir, your new shoes are good and really fit in your …… . You look charming and

    cool.

    Amir: Thank you Nita.

    A. body

    B. feet

    C. finger

    D. Hand

4) There is a clown in my friend's birthday party. He is very … . He makes all children laugh and happy.

    A. angry

B. noisy

C. funny

D. Quiet

5) My little sister and brother are very hungry, so I …… lunch for them.

A. prepare

B. wear

C. throw

D. Kick

6) Thomas ….. the competition in a National Olimpiade. He looks very happy.

A. jumped

B. lost

C. celebrated

D. Won

7) My younger brother went to dentist two days ago because his ….. were in pain.

A. teeth

B. ears

C. hands

D. Fingers

8) Fena : Can you lend me a hand?

Rissa : Yes, of course. What can I help you?

Fena: Please, ….. these textbooks to my office.

Rissa : Yes sure, Sir.

A. put

B. give

C. bring

D. Read

9) The exam was too ….. for her. She got an A!

A. easy

B. expensive

C. difficult

D. High

10) Tina's bicycle is broken. Tina is really …… now.

A. charm

B. happy

C. sad

D. Confused

B. Fill the blank words below!

11. Pensil	= P _ N _ _ L		16. Laci	= D_A_E_
12. Gunting	= _ C_ _S_R		17. Meja tulis	= _E_K
13. Penghapus	= R_B_E_		18. Sapu	= _R_ _M
14. Pot bunga	= _A_ E		19. Pintu	= _O_ R
15. Buku	= _ O_ _		20. Kapur	= C_A_ _

C. Match the words bellow with the correct answer!

TENTARA		SAILOR

BIDAN		DOCTOR

DOSEN		MIDWIFE

PELAUT		SOLDIER

DOKTER		LECTURER

Parepare, 10th June 2023
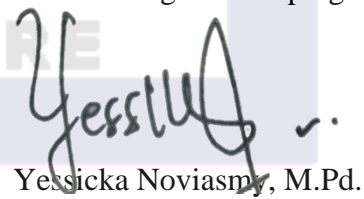
Mengetahui,

Pembimbing Utama   Pembimbing Pendamping

Dr. Mujahidah, M.Pd   Yessicka Noviasmy, M.Pd.

NIP. 197904122008012020   NIP 2029119004

Appendix 02: Lesson plan

LESSON PLAN

School   : SMP Negeri 9 Parepare

Subject   : English

Class   : VII.1

Materials   : Vocabulary

Time   : 1 x 40 menit

I.   Standard Competence
Understand vocabulary in English and its meaning related to the material being studied.

II.   Basic Competence
3.4 Identify social function, linguistic elements of the material related to the adjective vocabularies, professions, things in the classroom and things in the bag are close to students' daily lives.

3.5 Identify social functions, material linguistic elements related to the things adjective vocabularies, profession, things in the classroom and things in the bag according to the context of the use.

III.   Indicators
1. Know English vocabulary related to the material being studied.

2. Knowing the meaning of English vocabulary related to the material being studied.

3. Know the types of English vocabulary related to the materials being studied.

4. Mention and pronounce English vocabulary and its meaning in the materialbeing studied.

IV. Learning Materials

First meeting   : Adjective Vocabularies

Second meeting   : Professions

Third meeting   : Things in the classroom

Fourth meeting   : Things in the Bag

V.   Method
Cooperative learning with Memrise Web techniques.

VI.   Learning Activity

Activity	Activity Description	Time Allocation
Opening	1. Greetings 2. Introduce the vocabulary and the importance of learning vocabulary	5 minute
Core Activities	• Introducing Activity 1. Provide material about vocabulary with explain the topic. 2. Provide a list of vocabulary, explain the meaning, pronunciation, and part of word class. 3. Students identify vocabulary as much as possible. 4. The researcher explain about Memrise Web and how to play. • Main Activity 1. Divide the students in the class into three teams. 2. Show the Memrise Web and ask for the meaning and English of the vocabulary according to the	5 minute 20 minute

	material.	
	4. Each group will discuss and answer questions from researchers.	
	5. The team with the correct answer will get the point.	
	6. If the answer is wrong, the opportunity will be given to another team.	
	• Post Activity	
	1. Explain the use of vocabulary by giving examples.	
	3. Students do the exercise by making simple sentences from the vocabulary they have learned.	5 minute
Closing	1. Provide an opportunity to ask.	5 minute
	2. Conclude the material that has been discussed.	
	3. Submit the lesson plan at the next meeting.	

I.   Tools and Resources
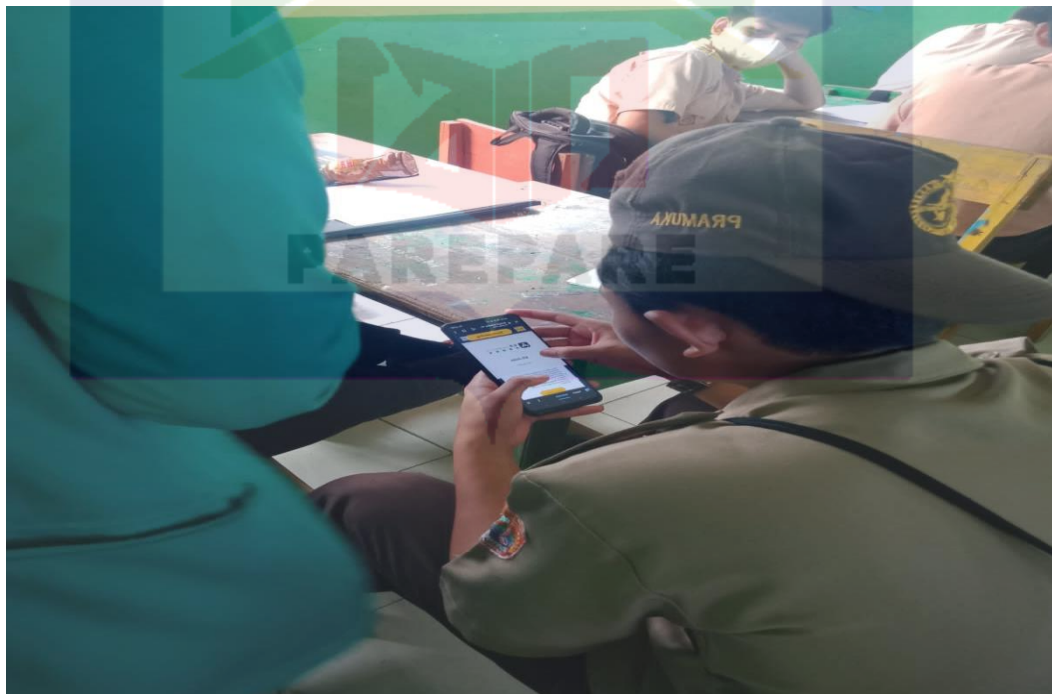
Tools   : Personal Computer, Handphone, Whiteboard, Marker.

Resources   : English Book, Dictionary, Internet.

II.   Evaluation

The evaluation test consist of multiple choice, Matching, Fill the blank word as many as 30 numbers and will be calculated quantitatively.

Appendix 03 : Documentations

Appendix 04 : Administrations

KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 3782 TAHUN 2022
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

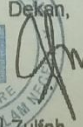|			
Menimbang	:	a.	Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2022;
		b.	Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi 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 TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2022;**
Kesatu	:	Menunjuk saudara; 1. Mujahidah, M.Pd.
		2. Yessicka Noviasmy, M.Pd.

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :

Nama	:	Ismardianti
NIM	:	19.1300.048
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	Using Flash Card Ar As A Teaching Media To Stimulate Students Vocabulary For The Seventh Grade At SMPN 4 Parepare .

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 diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 14 September 2022

Dekan,

Zulfah

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor   : B.2954/In.39/FTAR.01/PP.00.9/07/2023   04 Juli 2023
Lampiran   : 1 Bundel Proposal Penelitian
H a l   : Permohonan Rekomendasi Izin Penelitian

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

   Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama   : Ismardianti
Tempat/Tgl. Lahir   : Parepare, 26 Mei 2001
NIM   : 19.1300.048
Fakultas / Program Studi : Tarbiyah/ Pendidikan Bahasa Inggris
Semester   : VIII (Delapan)
Alamat   : Majakka, Desa Watang Pulu, Kec. Suppa, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul **"Using Memrise Web To Improve Students' Vocabulary Mastery For The Second Grade At SMP Negeri 9 Parepare"**. Pelaksanaan penelitian ini direncanakan pada bulan Juli sampai bulan Agustus Tahun 2023.
Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.
Wassalamu Alaikum Wr. Wb.

Dekan

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

Tembusan:

1   Rektor IAIN Parepare
2   Dekan Fakultas Tarbiyah

SRN IP0000720

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Bandar Madani No. 1 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id

REKOMENDASI PENELITIAN
Nomor : 718/IP/DPM-PTSP/7/2023

Dasar :
1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

KEPADA

M E N G I Z I N K A N

NAMA : **ISMARDIANTI**

UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
Jurusan : **PENDIDIKAN BAHASA INGGRIS**
ALAMAT : **MAJAKKA, KEC. SUPPA, KAB. PINRANG**
UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **USING MEMRISE WEB TO IMPROVE STUDENTS VOCABULARY MASTERY FOR THE SECOND GRADE AT SMP NEGERI 9 PAREPARE**

LOKASI PENELITIAN : **DINAS PENDIDIKAN DAN KEBUDAYAAN KOTA PAREPARE (UPTD SMP NEGERI 9 PAREPARE)**

LAMA PENELITIAN : **24 Juli 2023 s.d 25 Agustus 2023**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal : **25 Juli 2023**

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE

Hj. ST. RAHMAH AMIR, ST, MM
Pangkat : Pembina Tk. 1 (IV/b)
NIP : 19741013 200604 2 019

Biaya : Rp. 0.00

PEMERINTAH KOTA PAREPARE
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 9
Alamat : Jalan Bau Massepe No. 94A ☎ (0421) 21940
P A R E P A R E

SURAT KETERANGAN
Nomor : 422 / 528 / SMP.9 / IX

iYang bertanda tangan dibawah ini Kepala SMP Negeri 9 Parepare menerangkan bahwa :

N a m a	:	ISMARDIANTI
N I M	:	19.1300.048
Prodi	:	Pendidikan Bhs. Inggris
Alamat	:	Majakka, Kec. Suppa Kab. Pinrang

Benar telah melaksanakan penelitian untuk mengambil data pada SMP Negeri 9 Parepare dalam rangka penyelesaian penyusunan **SKRIPSI** yang berjudul :

"USING MEMRISE WEB TO IMPROVE STUDENTS VOCABULARY MASTERY FOR THE SECOND GRADE AT SMP NEGERI 9 PAREPARE "

Demikian Surat Keterangan ini dibuat dan diberikan kepada yang bersangkutan untu dipergunakan seperlunya.

Parepare, 28 Agustus 2023
Plt.Kepala Sekolah,

H. HASDIR SUBROTO, S.Pd, M.Pd
NIP. 19790912 200312 1 008

Appendix 05 : Pre-Test And Post-Test Documentations

muhammad aufa habil

VIII.4

nis : 212231

(29)

A. Choose the correct answer by crossing (X) A, B, C, and D.

1) My sister is a nurse. She works in Anak Bunda Hospital. She ….. every patient there.
A. sees
B. thinks
C. ignores
X helps

2) John : French Fries and fried chicken are my favorite foods.
Vira: Yes, I like them too. These French Fries and fried chicken are very … .
A. salty
B. sour
X delicious
D. Bitter

3) You can find …. in your kitchen.
X pillow
B. stove
C. television
D. Sofa

4) My mother is a tailor. She sews and makes … .
A. books
B. foods
C. chairs
X clothes

5) My father always reads ….. every morning in living room.
X newspaper
B. radio
C. computer
D. television

6) The gardener that works at my school … the grass and plants a very beautiful flower every Friday.
A. throws
B. plants
X cuts
D. goes

7) My friend's …… are sick, so he cannot hear anything well.
A. cheeks
B. nose
C. eyes
X Ears

8) Candy is … , but honey is sweeter than candy.
X sweet

muhammad aufa nabil
VIII. 4
nis : 222231

Instrument Post-Test

(72)

Choose the correct answer by crossing (X) A, B, C, and D.

1) A school is the place where students ... with their teachers.

A. teach

B. work

C. play

X Study ✓

2) Bunga is celebrating her birthday.

Now Bunga feels ......

X happy ✓

B. easy

C. angry

D. Hungry

3) Intan : Amir, your new shoes are good and really fit in your .... You look charming and cool.

Amir: Thank you Nita.

A. body

X feet ✓

C. finger

D. Hand

4) There is a clown in my friend's birthday party. He is very ... . He makes all children laugh and happy.

A. angry

B. noisy

X funny ✓

D. Quiet

5) My little sister and brother are very hungry, so I ...... lunch for them.

A. prepare

B. wear

X

Curriculum Vitae

Ismardianti. The researcher was born on 26th May 2001, Parepare. The researcher was the first child of three children. She has one sister and one brother. Her father's name is Syamsuddin Ali and her mother's name is Wahidong. The researcher began her study in 2006 at TK Umdi Menro, and 2007 at SD Negeri 230 Majakka. A and graduated in 2013. While at the same years she continued her study at SMP Negeri 2 Parepare and graduated in 2016. At the same years she continued her study at SMA Negeri 1 Parepare and graduated in 2019. After graduated, she decided to continue her study at State Islamic Institute (IAIN) Parepare. She took Tarbiyah Faculty and focused on English Education Program. She completed her thesis in 2023 with the tittle "Using Memrise Web to Improve Students' Vocabulary Mastery for the Second Grade at SMP Negeri 9 Parepare".