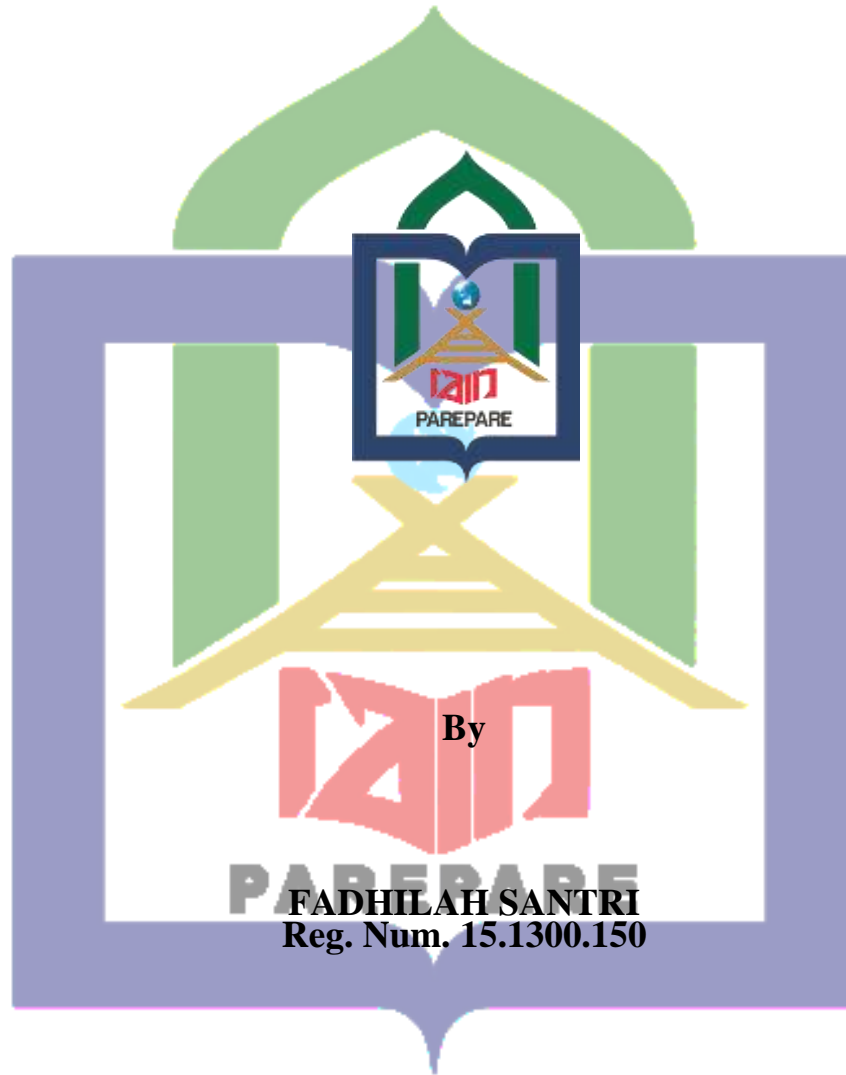**SKRIPSI**

THE EFFECTIVENESS OF *MEM*RISE APPLICATION TO UPGRADE STUDENTS' VOCABULARY MASTERY AT THE SECOND GRADE OF MA DDI KANANG

By

FADHILAH SANTRI
Reg. Num. 15.1300.150

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2020

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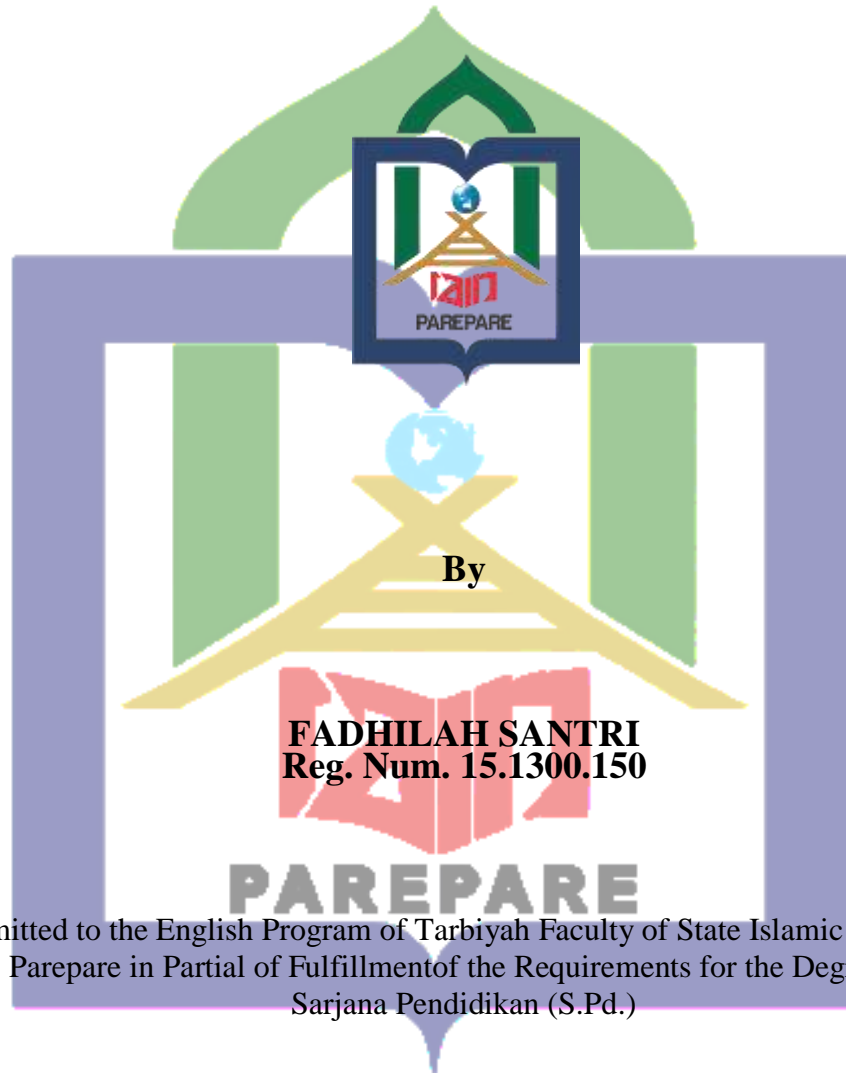
By

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Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial of Fulfillmentof the Requirements for the Degree of Sarjana Pendidikan (S.Pd.)
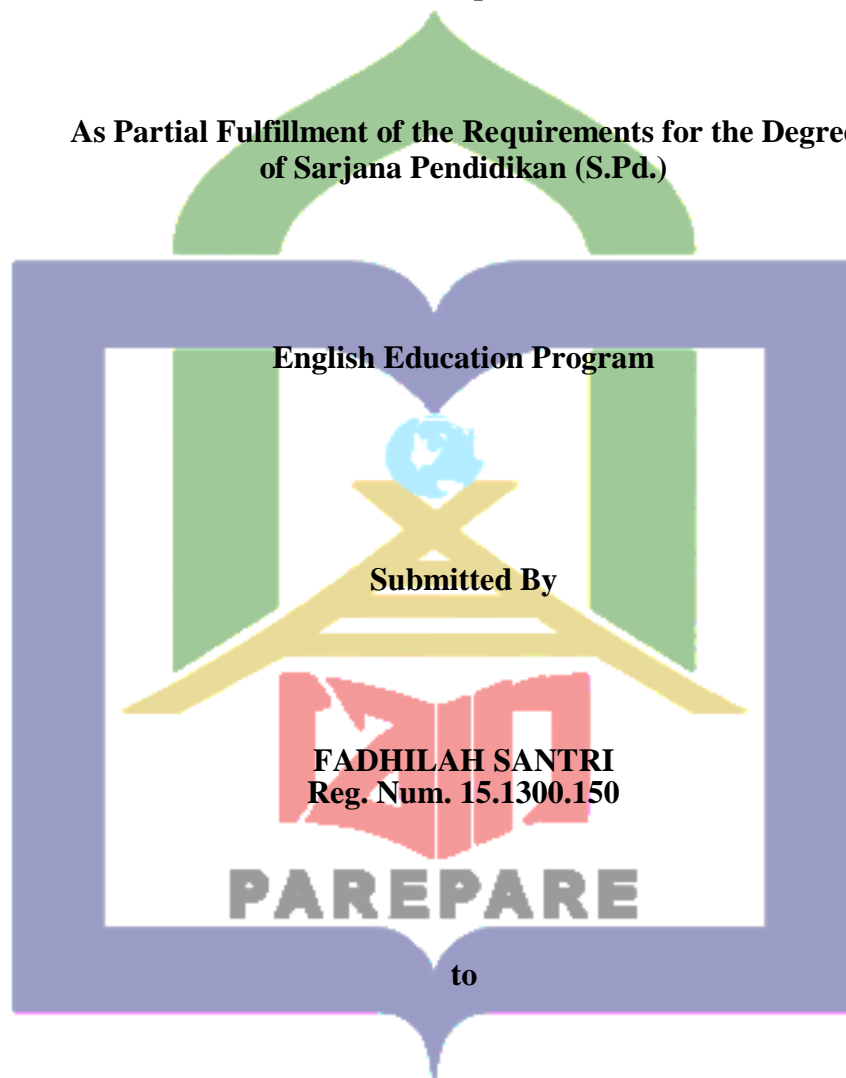
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THE EFFECTIVENESS OF *MEM*RISE APPLICATION TO UPGRADE STUDENTS' VOCABULARY MASTERY AT THE SECOND GRADE OF MA DDI KANANG

Skripsi

As Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.)

English Education Program

Submitted By

FADHILAH SANTRI
Reg. Num. 15.1300.150

to

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2020

iii

ENDORSEMENT OF CONSULTANT COMISSIONS

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SKRIPSI

**THE EFFECTIVENESS OF *MEM*RISE APPLICATION TO
UPGRADE STUDENTS' VOCABULARY MASTERY
AT THE SECOND GRADE OF MA DDI KANANG**

written and submitted by

FADHILAH SANTRI
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Had been examined in February 04th, 2020 and had been declared
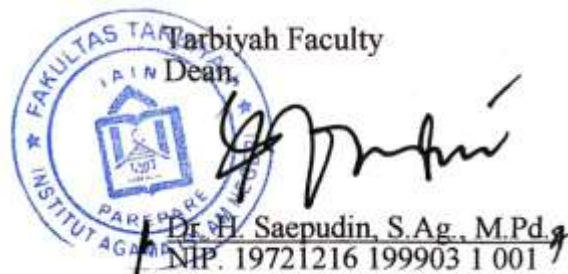that it had fulfilled the requirements

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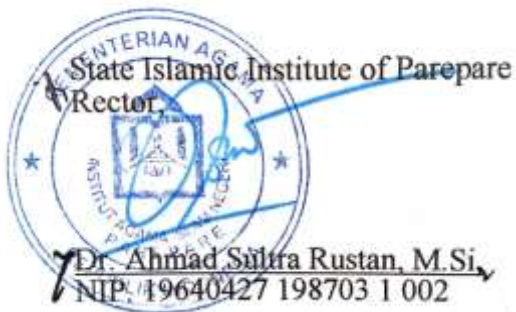
ENDORSEMENT OF EXAMINER COMISSIONS

The Title of Skripsi   : The Effectiveness of *Mem*rise Application to Upgrade Students' Vocabulary Mastery at the Second Grade of MA DDI Kanang.

Name of the Student   : Fadhilah Santri

Student Reg. Number   : 15.1300.150

Faculty   : Tarbiyah

Study Program   : English Education

By Virtue of Consultant Degree   : SK. The Dean of Tarbiyah Faculty Certificate No. B.423/In.39/FT/4/2019

Date of Graduation   : February, 04th 2020

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ACKNOWLEDGEMENTS

Bismillahirrohmanirohim

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

Secondly, the writer is grateful to her parents, Muhammad Said and Siti Sapiah, for their everlasting affection to encourage her, support to facilitate her and prayer to lead her in writing this skripsi. Therefore, this skripsi is accomplished on time.

Thirdly, The writer also owes thanks to her consultant Dr. H. Saepudin, S.Ag., M.Pd. and co-consultant Drs. Abd. Rauf Ibrahim, M.Si. who have patiently guided and given their construction suggestion, motivated and corrected to the writer for finishing this skripsi.

Besides, the writer would also deliver special thanks to:

1. Dr. Ahmad Sultra Rustan, M.Si. as the Rector of IAIN Parepare who has worked hard to manage education at IAIN Parepare.

2. Dr. H. Saepudin, S.Ag., M.Pd. as Dean of Tarbiyah Faculty IAIN Parepare who has arranged a positive education for the students in the Faculty of Tarbiyah. At the same time as the writer's consultant who has guided the writer and given his much suggestion in writing and finishing this skripsi. Thanks for your good advice and valuable input.

3. Drs. Abd. Rauf Ibrahim, M.Si. as the co-consultant who has given his much motivation, guidance and suggestion that very helpful to complete the skripsi. Thanks for your good advice and valuable input.

4. All the lecturers of English Education Program and all the staff of Tarbiyah Faculty IAIN Parepare. Thanks for your time, knowledge, advice and motivation that you have given to the writer since study in this great campus.

5. Drs. Abdul Rahim as the headmaster of MA DDI Kanang who has allowed the writer to conduct and observe the research at the school.

6. Rosdiana, S.Pd.I. as English teacher of the second grade students of MA DDI Kanang who has given the writer advices and change in teaching and doing the research.

7. Her endless gratitude goes to the second grade students of MA DDI Kanang who had taken a spare time and who had already work together to make this research running well.

8. The writer's beloved brothers and sisters. The great thanks dedicated to Adam Setiawan, Masrum, Kamalludin, Retno Widyaningsih and Ira Hasanuddin. They have cared for the writer, always give their pray, love, spirit, advice and patience so the writer can pass this study. Thank you so much for everything.

9. The writer's close friends, they are Kirani, Dwi Ratnasari, Imrayani, Miftahul Nurul Asmi, Mirda who always accompanied her start from the first semester until now and always give their support and courage as well as their helping for finishing this research.

10. Her special friend, Jafar who has been a motivator for the writer who always advise her and pushed her to finish this research.

Finally, the writer also would like to say big thanks to all his amazing friends, and awesome people that the writer can not mention the names that have helped and supported her sincerely. The writer hopes that this skripsi is useful for readers. The writer realizes that the skripsi is not perfect, therefore suggestion and correction for improvement of the skripsi are absolutely needed and may Allah swt always bestow His loving on us. Amin.

Parepare, February 05th, 2020

The writer,

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The writer who signed the declaration bellow:

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Stated this skripsi was her own writing and if it can be proved that was copied, duplicated or complied by other people, this skripsi and degree that has been gotten would be postponed.

Parepare, February 05th, 2020

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ABSTRACT

Fadhilah Santri. *The Effectiveness of Memrise Application to Upgrade Students' Vocabulary Mastery at the Second Grade of MA DDI Kanang.* (Supervised by H.Saepudin and Abd. Rauf Ibrahim)

Based on the preliminary study, most of learners at second grade of MA DDI Kanang have lack of vocabularies. They also are lazy to memorize the vocabularies. In fact, the students may become confused and discourage in the process of learning. The students feel that they were forced and they would get bored. This study aimed to find out whether the students' vocabulary mastery improved or not by using *Mem*rise application at second grade of MA DDI Kanang and to know how the students' response to *Mem*rise application as media in teaching and learning vocabulary.

This study conducted quantitative research in the form of Pre – Experimental design with one group pre-test and post-test. There are independent variable (*Mem*rise Application) and dependent variable (students' vocabulary mastery). The Second grade of MA DDI Kanang is the population which consist 58 students. The sample was taken by total sampling. The instruments that used are vocabulary test and questionnaire.

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 *Mem*rise Application. It means that *Mem*rise application makes students' have positive response toward in learning 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 *Mem*rise application is able to improve students' vocabulary mastery at The Second Grade of MA DDI Kanang.

Keywords: Vocabulary mastery, *Mem*rise application

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CHAPTER I

INTRODUCTION

1.1 Background

Nowadays, technology is a component of human's everyday lives. Information and communication technologies have covered many elements of the community, in particular the internet that can be accessed and shared, and communicated shortly. The role is not only used for business and banking, but also for education.

In education, internet have promoted in teaching learning process, especially for learning English Language. Learning English is very important in this globalization era to get involved in the development of scientific and technological information worldwide. Therefore, introducing English as early as possible is necessary. In Indonesia, English as the first foreign language that should be taught as one of the subjects studied by the students from elementary up to university level.

The teaching of English is focused on the ability of learners to be capable of mastering the four language skills, namely: listening, speaking, reading and writing.[1] All elements are related, and it is important to master all of the four skills of English. To integrate for those skills there are components that also must be learnt by the students. One of which is vocabulary. In order to master the four English, The students should master in vocabulary. If vocabulary is mastered, it will be easier to master English.

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[1]Depdiknas, *Pendekatan Kontekstual* (Jakarta: Departemen Pendidikan Nasional, 2003), p. 6.

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Vocabulary is a list or collection of words defined or explained. It will help the learner in learning English language well. Limited vocabulary made others so difficult to express their idea. Vocabulary is one of the language components that have an important role in the development of the language skills because for large majority of learners, the ultimate goal of studying is to be able to communicate. David Wilkins in Thornbury said that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.[2] It means that even someone has a good grammar but it will be useless if they don't know many vocabularies.

In addition, by Penny UR that vocabulary is one important thing to be taught in learning foreign language because it will be impossible to speak up without variety of words.[3] For that reason, vocabulary is important to learn as a foreign language. However, vocabulary is not easy to teach a language without using suitable method and media. Both of those have very important role in teaching. In reality, vocabulary is one of the main problems often is faced by students in learning English. Based on preliminary observation at MA DDI Kanang, the researcher found that students are not interested in learning English especially vocabulary and they do not also give their full attention in the task and without that attracting and interesting the process of teaching vocabulary cannot run well.

This situation happened because the methodology or the strategy which is used maybe not suitable. The teacher has still used old method in teaching English vocabulary, most of the teachers teach English vocabulary through translation, they

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[2]Scott Thornbury, *How to Teach Vocabulary* (England: Pearson Education Limited, 2002), p. 13.

[3]Penny Ur, *A Course in Language Teaching Practice and Theory* (Cambridge: Cambridge University Press, 1996), p. 60.

usually apply too many new words and ask the students to translate and then to make sentences by using the given words. The teacher usually gives many words to the students and asks them to open their dictionary to find the meaning of those words, after finding the words, the students forget. In fact, the students may become confused and discouraged in the process of learning. The students feel that they are forced and they would get bored.

Lewis and Hill state that students will not achieve success in learning unless they enjoy the process.[4] It can be seen that students will feel toward a learning process will affect their achievement. That's what should be a special concern of a teacher. Based on the explanation above, it is important the teacher needs to use a new technique or media to help students in solving their vocabulary problems. English teacher are expected to be more creative in making and giving materials, good method to the students to improve them in vocabulary. The researcher chooses *Mem*rise Application as a media to solve the problem above.

This era globalization, education tool has been developed by many expert, for example *Mem*rise Application. *Mem*rise is a free language learning platform with a website, an iOS and android learning application. The main benefits are portability and accessibility (via computer and application on smartphone and tablet). It uses audio, images and fun, creative activities to help the students learn and remember words and their meanings. *Mem*rise Application is possible to use inside or outside the class. The use of *Mem*rise Application are likely to build up the students

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[4]L.K Lewis and D Seiblod, "Reconceptualizing Organizational Change Implementation As A Communication Problem:A Review of Literature and Research Agenda" in Rollof, M.E. and Paulson. G. (Eds) *Communication Yearbook* vol. 21, 1998, Sage, Newbury Park, CA, p. 94.

vocabularies.[5] So, it is possible to apply this application in teaching learning process because it is very simple and easy to operate.

Several studies showed the effectiveness of the use of *Mem*rise Application in English teaching and learning process. Kent and Sherman have proved that *Mem*rise is effective to enhance Korean student's vocabulary in a blended learning context.[6] In addition, Fadhilawati reported that the implementation of *Mem*rise as learning and reviewing vocabulary tool in Islamic University of Blitar could improve the students' vocabulary achievement. Moreover, the result of her research is strengthened by the students' positive responses toward the use of *Mem*rise as a learning and reviewing vocabulary tool.[7]

Based on the problem and condition above, the researcher intends to help students by introducing *Mem*rise Application as fun media of vocabulary learning. The researcher is interested in studying the Effectiveness of *Mem*rise Application to Upgrade the Students' Vocabulary Mastery at second grade of MA DDI Kanang.

1.2 Problem Statement

1.2.1   Is using *Mem*rise Application effective to upgrade the students' vocabulary mastery at second grade of MA DDI Kanang?

1.2.2   How do the students respond to *Mem*rise Application as media to improve the students' vocabulary mastery at second grade of MA DDI Kanang?

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[5]Nayla Morales, "Improve Your Vocabulary with the Learning *Mem*rise Application" (online) (https://atslaslanguageschool.com) (accessed on June 5, 2019).

[6]D. Kenth and B. Sherman, "Pilot Study for Use of *Mem*rise Application by Korean Junior College Students Studying EFL Vocabulary in A Blended Learning Context" (Woosong University, 2013), p. 169.

[7]D. Fadhilawati, "Learning and Reviewing Vocabulary through *Mem*rise to Improve Students' Vocabulary Mastery, vol.1 no.2 (Jares, 2016), p. 33.

1.3 The Objectives of the Research

1.3.1 To find out whether *Mem*rise Application is effective to upgrade the students' English Vocabulary at Second Grade of MA DDI Kanang.

1.3.2 To know the students' response to *Mem*rise Application as media in teaching English Vocabulary at Second Grade of MA DDI Kanang.

1.4 Significances of the Research

The significances of the research are:

1.4.1 To The Researcher

The researcher expects this research will be useful for developing her ability in teaching vocabulary for students. The researcher hopes that the result of the study can be used as the additional reference in other research.

1.4.2 To The Students

The finding of this research is expected to make process of learning more interesting and enjoyable, so it will increase the students' vocabulary.

1.4.3 To The English Teacher

It is necessary for the teacher to use interesting technique and media such as *Mem*rise Application. Students will be able to interest in joining the lesson and they should be able to develop a good atmosphere in the class, so that the students learn at comfortable situation.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter deals with the review of related literature. It is important to elaborate some theories, which are used in this research in order to have an understanding of certain concepts. There are many related theories as the basis of the research.

2.1 Some Pertinent Ideas

2.1.1 The Concept of Vocabulary

2.1.1.1 Definition of Vocabulary

As explained in the background of this research proposal, vocabulary takes such a fundamental role in mastering English as a foreign language well. There are some definition from some experts.

Alqahtani defines vocabulary as the collection of words which are used by a person, class or profession.[8] Based on Oxford learner's pocket dictionary vocabulary are (1) all the word that a person knows or uses (2) all the word in language (3) list of words with their meanings, especially in a book for learning a foreign language.[9] Meanwhile Jack C. Richards and Willy A Renandya said that: vocabulary is a core one component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.[10]

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[8]Morafeh Alqahtani, "The Importance of Vocabulary in Language Learning and How to be Taught International Journal of Teaching and Education", vol. III no. 3 10.20472/TE.2015.3.3.002, (Saudi Arabia: King Khaled Academy, 2015), p. 25 (http://www.iises.net/international-journal-of-teaching-education/publication-detail-213) (accessed on June 6, 2019)

[9]Victoria Bull, *Oxford Learner's Pocket Dictionary Fourth Edition* (New York: Oxford University Press, 2011), p. 495.

[10]Jack C Richads and Willy A Renandya, *Methodology in Language Teaching on Anthology of Current Practice* (New York: Cambridge University Press, 2002), p. 255.

According to some explanations above, it can be concluded that vocabulary is collection of words or all of words in language that using people to express the opinion, feeling statement consist of some letters and has meaning. Vocabulary is a core component of language and it is the basis of how to speak, listen, write and read well. The more known vocabulary, the more able to understand what is heard and read; and better will be able to say opinion or idea when speaking or writing.

2.1.1.2 Kinds of Vocabulary

Some experts divide vocabulary into two types: active and passive vocabulary. Harmer distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce.

Haycraft, quoted by Hatch and Brown indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

1. Receptive Vocabulary

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

2. Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate

time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.[11]

2.1.1.3 Types of Vocabulary

There are 4 types of vocabulary, they are listening, speaking, reading and writing. The first to constitute spoken vocabulary and the last two, written vocabulary. Children begin to acquire listening and speaking vocabularies many years before they start to build reading and writing vocabularies. Spoken language forms the basis for written language. Each types has a different purpose and luckily, vocabulary development in one type facilitates growth in another.

1. Listening Vocabulary

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.

2. Speaking Vocabulary

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

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[11]Morafeh Alqahtani, "The Importance of Vocabulary in Language Learning and How to be Taught International Journal of Teaching and Education", Vol. III no. 3 10.20472/TE.2015.3.3.002, (Saudi Arabia: King Khaled Academy, 2015), p.25 (http://www.iises.net/international-journal-of-teaching-education/publication-detail-213) (accessed on June 6, 2019).

in usage. It means that a person's speaking vocabulary is all the words that uses in communication.

3. Reading vocabulary

This vocabulary refers to the words the people recognize when read any text 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.

4. Writing Vocabulary

This type of vocabulary represents those words which we regain while writing to express ideas. It is 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.[12]

So, based on the explanation above, the most important that the researcher has to know types of vocabulary. The types of vocabulary can help the researcher to stimulate students' vocabulary and also easy do these types.

2.1.1.4 Word Classes

The term used to classify words based on their function categories are called part of speech.

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[12]"Types of Vocabulary" *Wikipedia the Free Encylopedia*. (http://en.Wikipedia.org/wiki /vocabulary.honday) (accessed June 6, 2019).

1. Noun

The word is a word used as the name of anything, person, animal, object, place, situation, quality, or idea. So, of we have a noun for something, it implies that view it as a thing. Noun is divided commonly into six, they are proper noun, common noun, collective noun, abstract noun, and possessive noun. Beside noun can also be divided in two groups according its calculation. Include countable and uncountable.

2. Verbs

Verbs generally refer to actions; event and process give, happen, become. They typically have a number of distinct form, infinitive, third person singular present tense, past tense, present participle and past participle. The past participle is usually the same as the past tense form but for some verbs is different. The main division made among verb is that between auxiliary verb and lexical verbs. Auxiliary verb is a closed subclass and has a mainly grammatical function. A lexical verbs a distinction is traditionally made between transitive (verb are those that require an object) and intransitive (verbs are those that do not take an object)

3. Adverbs

Adverbs represent a very set of word. These are basically two kinds, those which refer to circumstantial information about the action, event or process such us the time, the place or manner of it, and those which serve to intensify other adverbs and adjective.

4. Pronouns

Pronouns, as the name implies, have the main function of substituting four nouns, once a noun has been mentioned in particular text. The subclass is that of personal pronouns, reflexive pronouns and possessive pronouns. With these pronouns

a distinction is made between first, second and third person. Another subclass are that of interrogative pronoun, relative pronouns and demonstrative pronouns.

5. Numerals

Numerals are of two kinds; ordinal and cardinal. Ordinal numerals, as the name indicates, specify the order of an item and comprise the series of first, second, third, fourth and so on. Cardinal numerals do not specify order, but merely quantity and comprise the series such as one, two, three, four, etc.

6. Determiners

Determiners are a class of word that are used with nouns and have the function of defining the reference of the noun in some way. The class is divided into two broad groups. Identifiers and quantifiers. The subclass of identifies includes the article, in the indefinite article *alan* and the definite article, the possessive and the demonstrative.

7. Adjectives

Adjective typically amplify the meaning of a noun, either by occurring immediately before it, as in the wide road, or by being linked to it by means of a copula verb, as in the road is/ become wide. For this reason adjectives are often characterized as descriptive

8. Prepositions

Preposition have as their chief function that of relating a noun phrase to another unit. The relationship maybe one of time (e. g after the meal), place (e.g in front the bus) or logic (e.g because of his action). Many prepositions may be used to express more than one of these relationship.

9. Conjunction

Conjunctions as the name implies, also have a joining function, usually that of joining one clause to another, but sometimes also of one noun to another. They are of two kinds: coordinating conjunctions, such as and, or, but, which, join two items on an equal footing; and subordinating conjunctions, such as when, if, why, whether, because, since, which subordinate one item to another in some way. The subordination may be one of time.[13]

2.1.2   Concept of Learning Media

2.1.2.1 Definition of Learning Media

Media education is a teaching and learning tool. Everything that can be used to stimulate thoughts, feelings concern and abilities or skills of learners so as to facilitate the process of learning. Meanwhile, according to Briggs said that a physical means of learning media to deliver content/ learning materials such as books, movies, videos and so on.[14] There are many factors that can influence learning activity and one of them is media. There are several definitions that have explained media is.

Association of Education and Communication Technology or AECT in America explain that media is all the things and channel that used by the people to distribute command or information. National Education Association (NEA) has different definition. Media is the form of communication, printed or audiovisual and all the instruments.[15]

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[13]Howard Jackson, *Analyzing English An Introduction to Descriptive Linguistic Second Edition* (New York: Pregamon Press,1982), p. 61-65.

[14]Hidayat Sarifuddin, "Definition of Learning Media" Group Blog of Education Center (https://educationalofsaint.blogspot.com/2013/06/definition-of-learning-media.html) (accessed June 10, 2019)

[15]Arief S. Sadiman, at al., eds., *Media Pendidikan, Pengertian, Pengembangan, dan Pemanfaatannya* (Jakarta: PT. Rajagrafindo Persada, 2005), p. 6.

Based on the explanation above, it can be concluded that media is the tools, materials or events which is used to help in teaching and learning process. Media is needed in teaching to make class be interesting and easy to understand the lesson. Media has an important role as a support in its main learning activities in providing comfort and convenience to students in the learning process.

2.1.2.2 Types of Learning Media

According to Gerlach and Elly classify media into six general categories. They are:

1. Still Picture

   It consists of photographs of any object or even which may be larger or smaller than the object or even it represent.

2. Audio Recording

   Recordings are made magnetic tape, disc, and motion picture sound track. These are reproductions of factual events or sound track.

3. Motion Picture

   A motion picture is a moving image in color or black and white produced from live action or from graphic representations.

4. Television

   This category includes all types of audio-video electronic distribution system that eventually appear on television monitor.

5. Real Things, Simulation, and Models.

   This category includes people, events, objects, and demonstrations. Real thing, as contrasted with other media, is not substitutes for the actual object or event. Many media, including the computers, tape recordings, and motion pictures can be

used for simulation. Model is a replica or representation of reality. It is often in scale and may be miniature, exact size or an enlargement.

6. Programmed and computers-assisted instruction.

Programs are sequences of information (verbal, visual, audio) which are designed to elicit predetermined responses. The most common examples are programmed text-books and instructional programs prepared for computers or smartphone.[16]

Media and technology have an influence on education. For example, smartphone, computers and the internet have influenced the learning process nowadays.[17] Technology in teaching and learning as an enabler and suggests that technology can work to help organize and provide structure for material to students; help students, parents interact, anytime and anywhere. So, in this research, technology means an application that can be used as English Learning Media. It is free language learning application that called *Mem*rise Application. Based on the explanation above, the category of *Mem*rise Application is used in this research is Programmed and Computers-Assisted Instruction.

2.1.3   The Concept of *Mem*rise Application *(Free Online Learning Tool)*

2.1.3.1 Definition of *Mem*rise Application

*Mem*rise application is an educational application and it help students to mastery language that uses flashcards combined with mnemonics technique to teach

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[16]Saidna Zulfikar Bin Tahir, *Teaching Speaking Through Yahoo Messenger* (Jakarta: Qalam Media Pustaka, 2013) (https://books.google.co.id/books?id) (accessed on June 25, 2019)

[17]Hadfina Liislami Mala, *The Use of* Memrise *to Learn Vocabulary and Pronunciation* (Unpublished Thesis: Sunan Ampel State Islamic University Surabaya, 2018), p. 37.

foreign languages and to memorize information from other disciplines, e.g. English, geography, law or mathematics.

*Mem*rise courses are created by the internet users through the method of so called crowd sourcing (i.e. all members of the *Mem*rise community can contribute course content), so they can be tailored to satisfy individual needs of the users and can supplement traditional language classes through practice and revision of the content taught there.[18]

*Mem*rise is a free online learning tool for students who are familiar with the drill function in the IOS, *Mem*rise can be an adequate alternative that works on a similar principle. Just like a Drill, *mem*rise uses flashcards, but instead of the word/translation model, these flashcards contain mnemonics in the form of short phrases or rhymes, which are easily remembered. Mnemonics makes the most of what is given into memory's safe keeping; preserves an orderly arrangement of memory's possessions, rendering them available on demand, and thus may be said to substitute in large degree certainly for chance.

2.1.3.2 Categories of *Mem*rise

*Mem*rise Application provides many categories that the users are able to learn other fields as:

1. Art and Literature

This category contents courses where each course includes a lot of vocabulary relate to Architecture, Art, Design, Fashion, Film, Literature, Music, Theatre, and Philosophy.

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[18]Nayla Morales, "Improve Your Vocabulary With The Learning Application *Mem*rise" (online) *(*https://atslaslanguageschool.com) (accessed on June 5, 2019)

2. Math and Science

Math and science includes courses related to vocabulary about Math, Biology, Chemistry, Earth sciences, Economics, Engineering, Health Sciences, Physics, and Psychology.

3. Natural World

The users are able to learn about vocabulary that in this category includes themes as Animal, Astronomy, Plants, Fruits and Stars.

4. History and Geography

In this category contents many themes that it can reach vocabulary relates to Capitals, Civics, History, Maps, Places, Religions, Flags, and Politics.

5. Memory Training

This category provides services that included Memory about Places, Number System, and Playing card system. It facilities the learner language to memorize a lot of vocabulary in short time by using Mnemonic technique and of course in fun way.

6. Professional and Career

It involves many field themes that each of this sub category contents collection such as; Business and finance, Computer and Engineering, Law, Medicine and Healthcare.

7. Standardized Test

Now, learning vocabulary of TOEFL test or other test be easy due to this category has a lot of courses that help the learner to master vocabulary of many tests such as; Advanced placement test, TOEFL test, College Admission, Graduated School and other. So the learners are able to prepare well before facing test.

8. Trivia

Trivia contents sub categories as Art, Music, Literature, Food, Miscellaneous, History, Geography, Sport and Leisure, Science and Nature, Hobo Symbols, people and Sociology.

9. Entertainment

In this category provides sub categories as Board game, Yoga, Pokemon and other that relates to vocabulary of Entertainment.[19]

The user is able to choose one of the categories in the software application, each topic discussion has courses that are created by many users of *Mem*rise application which this system called Crowd sourcing. *Mem*rise Application also provides some vocabularies related to certain themes. Each level consist of 20 vocabularies that must be learned and mastered by students or users.

2.1.3.1 *Mem*rise Application Suitable for Learning Vocabulary

Learning vocabulary regularly is the process in determining the students' achievement especially in learning language. Macaro argues that the students' should have more practice to have a good vocabulary acquisition.[20] Besides, learning vocabulary in the classroom the students should have time for reviewing the lesson at home.

In this case, *Mem*rise as online learning and reviewing tool uses spaced repetition methods which store the students' memorized data and assess the

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[19]Elly Cholifatur Rosydah, "Improving Student's Mastery Of Irregular Verb By Using *Mem*rise Application At The Second Grade Of Man Sidoarjo" (Unpublished Thesis: Sunan Ampel State Islamic University Surabaya, 2018), p. 37-38.

[20]E. Macaro, *Language Strategies in Foreign and Second Language Classrooms* (London: Continum, 2001), p. 256.

knowledge according to this data, it will give benefit for them to have a long term memory to what they have learned.

Most people will learn anything easily in a relaxed situation and happy mood. By applying *Mem*rise as a learning and reviewing vocabulary tool, the students will learn vocabulary in a relaxed manner, the students will be happy and have no stress about what they are learning because the students are learning like they are playing. So it can be said that *Mem*rise is a good choice for students to learn vocabulary because it turned learning vocabulary into a game where it grows a colorful garden of memory.

By using *Mem*rise Application the students can learn a new word, think of it as planting a new seed in their memory. Then every time the students want to review that word, *Mem*rise helps it to grow a little bit likes watering a little flower. By reviewing at the right time, *Mem*rise help it grows as fast as possible and soon the students will have a glorious garden full of memories about what the students have learned.

2.1.3.2 The Procedures of Using *Mem*rise Application

In order to start using *Mem*rise:

1. Creating an account by signing up.

Before creating an account the students have to make sure that they have download the application before. The students can download the application in Google Play store and install the *Mem*rise application. When the application is open, the students create account or they can choose a username or sign in with Facebook or Google account. It is best if students make a profile as their progress will then be saved in case they happen to change their devices.

Picture 2.1 Creating an Account

Students can use Facebook or Google credentials as well to login. 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.

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, this application will show the menubar of each level and the students click the center of the buttom (Kajian Cepat).
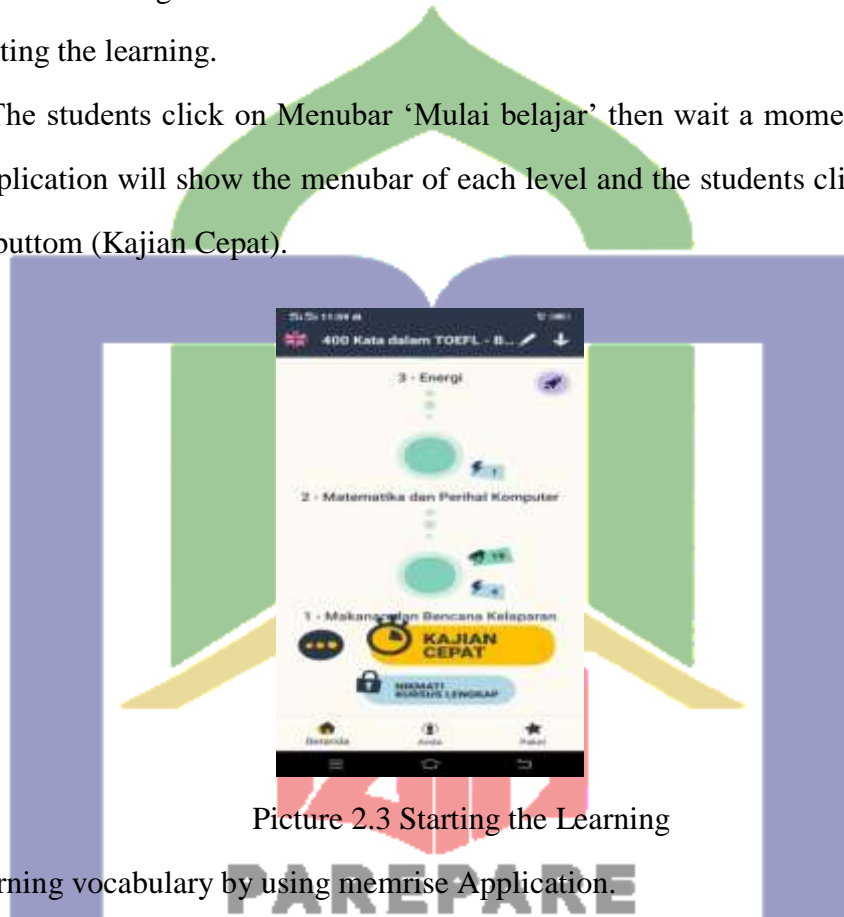
Picture 2.3 Starting the Learning

4. Learning vocabulary by using memrise Application.

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 *Mem*rise 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 a 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 *Mem*rise application, the researcher concludes that there are some activities in using the *Mem*rise application to learn and reviewing vocabulary. First, students read English vocabulary or phrases related to previously chosen themes and the meaning
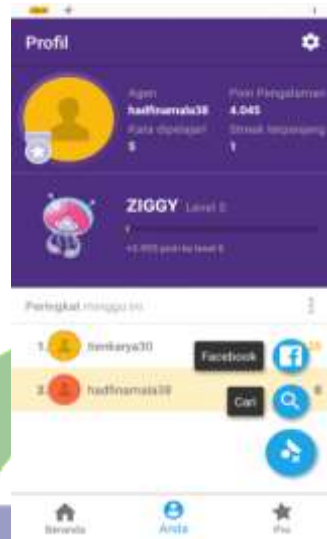
Picture 2.5 Public Profile

in 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.

2.2 Previous Related Research Finding

There are some previous researchers on the benefit or impact of *Mem*rise in education field:

Walker has proved that *Mem*rise has positive impact on the students' learning language on his research "The Impact of Using *Mem*rise on Student' Perceptions of Learning Latin Vocabulary and on Long-term Memory of Words". It found that students use *Mem*rise enjoyable and convenient and therefore it would be useful tool for Latin teachers to employ in teaching vocabulary.[21]

Elly Cholifatur Rosydah, in her thesis "Improving Students' Mastery of Irregular Verb by Using *Mem*rise Application At The Second Grade of MAN Sidoarjo", stated that *Mem*rise Application has improved the students' mastery of irregular verbs at tenth grade of MAN Sidoarjo, the result of significant value between experimental class and control class was 0,000 < 0.05. Z Score showed experimental class was -4.475 > - 1.706 that the score of Control class, it means there is a significant difference in post-test average score between both the classes, it proved that treatments using *Mem*rise application improved better than. So it can be concluded that *Mem*rise application was effective to improve students mastery of irregular verb.[22]

In addition from Fadhilawati, in her research "Learning and Reviewing Vocabulary Through *Mem*rise to Improve Students' Vocabulary Achievement". The

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[21]L. Walker, "The Impact of Using *Mem*rise on Students' Perceptions of Learning Latin Vocabulary and On Long Term Memory of Words (Journal of Classics Teaching)", vol. 16 no.32, p. 14-20

[22]Elly Cholifatur Rosydah, *Improving Student's Mastery of Irregular Verb By Using* Memrise *Application at the Second Grade of Man Sidoarjo* (Thesis: Sunan Ampel State Islamic University Surabaya, 2018), p. 37-38.

result of the research showed that the implementation of *Mem*rise as learning and reviewing vocabulary tool could improve the students' vocabulary achievement from the mean score 60,45 (pre-test) to 86,27 (post-test). Moreover, the result of the research was trenghtened by the students' positive response toward the use of *Mem*rise as learning and reviewing vocabulary toll as reflected from the result of the questionnaire given.[23]

Based on the previous research above, all three of the researched showed the use of *Mem*rise applications in . The first study investigated students' perception of learning latin vocabulary and long term memory of words, the second research above studied students' mastery of irregular verb. While, the last study above was conducted to find out whether *Mem*rise application as learning and reviewing tool could improve students vocabulary achievement.

So, from the three studies, it can be conclude that by using *Mem*rise application in teaching English in the classroom can influence and improve students' vocabulary. In this case, the researcher used the *Mem*rise application as well to improve the vocabulary mastery of students at the 2nd grade of MA DDI Kanang.

2.3 Conceptual Framework

The main focus on this research is the use *Mem*rise application to upgrade students' vocabulary mastery. The underlying of this research will give in the following diagram:

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[23]D. Fadhilawati, "Learning and Reviewing Vocabulary through *Mem*rise to Improve Students' Vocabulary Mastery", vol.1 no.2, p. 33.

```
┌─────────────────┐
│     INPUT       │
└─────────────────┘
┌─────────────────────────┐
│   Vocabulary Material    │
└─────────────────────────┘
             │
             ▼
     ┌─────────────────┐
     │    PROCESS      │
     └─────────────────┘
┌──────────────────────────────────┐
│ Teaching Vocabulary through Mem-  │
│          rise Application         │
└──────────────────────────────────┘
```

Students understand the meaning of word	Students know how to read the word	Students rewrite the word	Testing

```
     ┌─────────────────┐
     │    OUTPUT       │
     └─────────────────┘
┌──────────────────────────┐
│   Students' Vocabulary    │
│         Mastery           │
└──────────────────────────┘
```
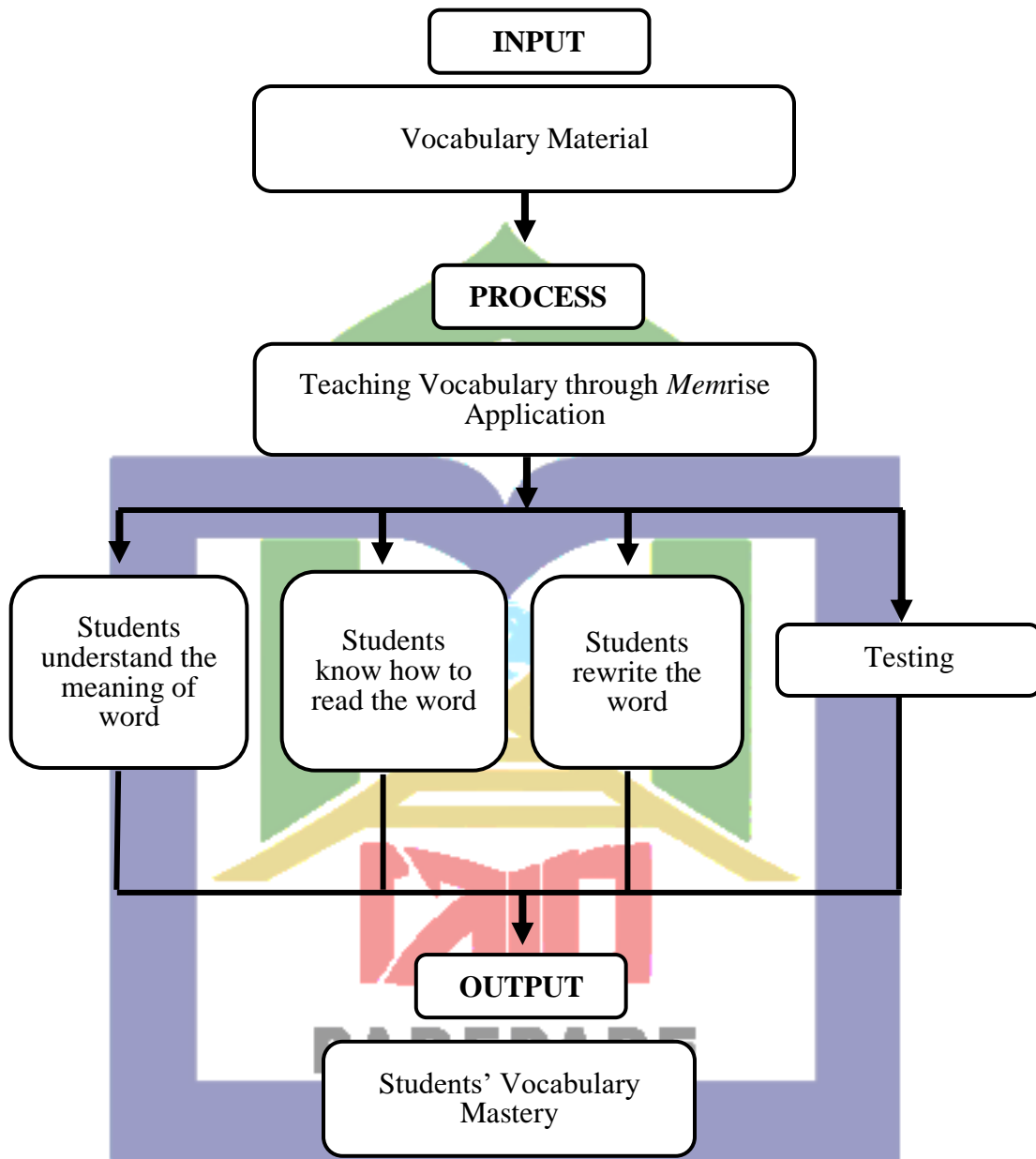
From the chart above, there were three stages involved in this research, such as input, process, and output:

2.3.2   In input stage, the researcher collected the main information about students' vocabulary mastery by given vocabulary test before applying the treatment.

2.3.3 In treatment stage, the researcher applied the treatment to improve the students' vocabulary mastery. These were teaching vocabulary to students by using *mem*rise application that applies the repetition method.

2.3.4 In output stage, the researcher would know the effect using *mem*rise application in learning vocabulary to the students. It would be possible that the treatment can show the result. It would be improved the students' vocabulary mastery or not. Additionally, the researcher would know that the treatment is good for used in learning vocabulary or still need another way.

2.4 Hypothesis

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

2.4.2 H_a (Alternative Hypothesis): *Mem*rise application is able to improve students' vocabulary mastery at the second grade students of MA DDI Kanang.

H_0 (Null Hypothesis): *Mem*rise application is not able to improve students' vocabulary mastery at the second grade students of MA DDI Kanang.

2.4.3 H_a (Alternative Hypothesis): Students have positive response in learning vocabulary through *Me*mrise Application at the second grade students of MA DDI Kanang.

H_0 (Null Hypothesis): Students don't have positive response in learning vocabulary through *Me*mrise Application at the second grade students of MA DDI Kanang.

2.5 **Operational Definition of Variable**

In this research, there are two variables which are dependent variable and independent variable. The dependent variable is the student's vocabulary mastery and the independent variable is *Mem*rise Application.

2.5.1 Vocabulary Mastery

Vocabulary mastery in this research is defined the students' ability to know, to understand, to memorize the meaning, able to pronounce correctly many vocabularies related to several themes contained in the *Mem*rise application and to use them in a sentence. The vocabulary provided consists of 20 vocabularies per theme. The number of themes taught as many as 6 themes. So, the vocabulary that must be mastered by students was 120 vocabularies in 6 meetings later.

2.5.2 *Mem*rise Application

*Mem*rise is online based application tool uses spaced repetition methods dedicated to learning vocabulary includes several vocabularies which are divide into several themes. The students were helped to understand how words work in written and spoken forms. It is focused on productive vocabulary. Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. The students would be able to understand what particular words means, how to pronounce correctly the words (speaking) and also how to write and put them in a sentence (writing).

CHAPTER III
RESEARCH METHOD

This chapter discussed about the research design, location and duration, population and sample, instruments of the research, procedures of collecting data and techniques of data analysis.

3.1 The Research Design

The research used experimental design. An experimental design is the traditional approach to conducting quantitative research.[24] The researcher used pre-experimental design which was applied in one group pre-test and post-test design. One group pre-test post-test design is a single group measured or observed not only after being exposed to a treatment of some sort, but also before.[25] Pretest (O_1) was given to the students before implementing treatment through *Mem*rise application (X) and posttest (O_2) was given after students get treatment, one group pretest post-test design described below:

| O_1 | X | O_2 |

Where:

O_1 : Pre Test

X   : Treatment

O_2 : Post Test[26]

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[24]John W. Creswell, *Educational Research* (United State of America: Person, 2012), p. 294.

[25]Jack R. Fraenkel, Norman E. Wallen and Hellen H. Hyun, *How to Design and Evaluate Research in Education* Eight Edition (New York: McGraw-Hill, 2012), p. 265.

[26]Sugiono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D* (Bandung: Alfabeta, 2010), p. 111.

3.2 Location and Duration of the Research

The location of the research took a place MA DDI Kanang. The researcher used the quantitative researches that have several times to collect and analyze data. Therefore, the researcher used round two months for collecting the data.

3.3 Population and Sample

3.3.1 Population

In determining population, researcher considered students who are still lacking in vocabulary. It was seen from the initial observations at MA DDI Kanang. Therefore the researcher decided to take the second grade students of MA DDI Kanang. Based on the data, the number of students at the second grade students' of MA DDI Kanang academic year 2018/2019 are 58 students. From those number of students which can be seen in the following table:

Table 3.1 The Total of The Second Grade Students of MA DDI Kanang

No	Class	Number of students
1.	XI IPA 1	19
2.	XI IPA 2	20
3.	XI IPS	19
	The Total of Students	58

(Source: Administration of MA DDI Kanang Academic Year 2018/2019)

3.3.2 Sample

The sample is part of the number and characteristics possessed by the population. Samples taken from these populations must be truly representative.[27] According to Arikunto, if the total population is less than 100 people then the total

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[27]Sugiyono, *Metode Penelitian Kualitatif Kuantitatif dan R & D* (Bandung: Alfabeta, 2010), p. 73

sample is taken from the total of population but if the population is more than 100 people, then it can be taken 10-15% or 20-25% of the total population.[28] So, the researcher took sample from the population by total sampling. The total number of sample in this study were 58 students.

3.4 The Instrument of This Research

In this research, the researcher used test and questionnaire to collect the data.

3.4.1 Test

The researcher used vocabulary test as instrument. The test applied for pre-test-and the post-test. The pre-test aimed to know the students' vocabulary mastery before applying *mem*rise application while post-test aimed to know the students' improvement in vocabulary after applying *mem*rise application.

3.4.2 Questionnaire

In this research, the researcher distributed the questionnaires to the students to measure the students' responses in learning vocabulary through *mem*rise application. The questionnaires would distribute after the treatment given by the research.

3.5 Procedures of Collecting Data

The researcher conducted testing and gave questionnaire in collecting data, pre-test and post-test. The pre-test is given to find out previous ability before conducting the material and the post-test will show the students' vocabulary mastery after presenting the material by using *Mem*rise Application.

3.5.1 Pre-Test

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[28]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik Edisi Revisi* (Jakarta: Rineka Cipta, 2006), p. 104.

Before giving the treatment, the researcher administered and gave the students' pre-test as a test to measure their vocabulary mastery. After giving pre-test the researcher checked the students' work to know how the students' lack of mastering vocabulary. After giving pre-test the researcher gave the students treatment.

3.5.2 Treatments

1. The first meeting

    a.   The researcher greeted the students.

    b.   The researcher motivated the students before teaching material.

    c.   The researcher introduced *Mem*rise Application.

    d.   The researcher asked the students to use their smartphone/tablet or laptop to download *Mem*rise application.

    e.   The researcher practiced how to use and operate the application.

    f.   Then, the researcher gave students the opportunity to ask questions if they still didn't understand to use it.

    g.   The researcher asked students to log in *Mem*rise application with their accounts.

    h.   After that, the students played the application in level 1 with "Food and Natural Disaster" themes by following the procedures of using *Mem*rise application.

    i.   Based on the procedures of using *Mem*rise application, some activities that students did in playing this application are students read English vocabulary or phrases related to previously chosen themes and the meaning in 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. Students test their memories with some of tests, multiple choice, typing test and pronunciation test.

j. If students have done to play the level 1. The students must mention and wrote down 5-10 vocabularies and the meaning which they have just learned through *Mem*rise application before.

k. Before ending the lesson, the researcher invited the students to follow the online class that have been made by researchers through the *Mem*rise Application. In the online class there is 20 words must be learned of students in their home.

l. The researcher closed the class.

2. The second meeting

a. The researcher greeted the students.

b. The researcher motivated the students.

c. Then, the students continued the level of *Mem*rise. The students played the application in level 2 with "Mathemmatic and Computer" themes by following the procedures of using *Mem*rise application. (Students read English vocabulary or phrases, understand the meaning of word, listen the vocabulary, rewrite the words given, do multiple choice test, typing test and pronunciation test).

d. After they have done to play the level 2, the students must mention and wrote down 5-10 vocabularies and the meaning which they have just learned through *Mem*rise application before.

e. The students made 5 sentences using the vocabulary written earlier.

f. The researcher closed the class.

3. The third meeting

a. The researcher greeted the students.

b. The researcher motivated to the students.

c. Then, the students continued the level of *Mem*rise. The students played the application in level 3 with "Energy and Spirituality" themes by following the procedures of using *Mem*rise application. (Students read English vocabulary or phrases, understand the meaning of word, listening the vocabulary, rewrite the words given, do multiple choice test, typing test and pronunciation test).

d. After they have done to play the level 3. The students must mention and wrote down 5-10 vocabularies and the meaning which they have just learned through *Mem*rise application before.

e. The students made 5 sentences using the vocabulary written earlier.

f. The researcher closes the class.

4. The fourth meeting

a. The researcher greeted students.

b. The researcher motivated the students.

c. Then, the students continued the level of *Mem*rise. The students played the application in level 4 with "Science and Research" themes by following the procedures of using *Mem*rise application. (Students read English vocabulary or phrases, understand the meaning of word, listen the vocabulary, rewrite the words given, do multiple choice test, typing test and pronunciation test).

d. After they have done to played the level 4. The students must mention and wrote down 5-10 vocabularies and the meaning which they have just learned through *Mem*rise application before.

e. The students made 5 sentences using the vocabulary written earlier.

f. The researcher closed the class.

5. The fifth meeting

a. The researcher greeted students.

b. The researcher motivated the students.

c. Then, the students continued the level of *Mem*rise. The students played the application in level 5 with "Ancient History and Disease" themes by following the procedures of using *Mem*rise application. (Students read English vocabulary or phrases, understand the meaning of word, listen the vocabulary, rewrite the words given, do multiple choice test, typing test and pronunciation test).

d. After they have done to play the level 5. The students must mention and wrote down 5-10 vocabularies and the meaning which they have just learned through *Mem*rise application before.

e. The students made 5 sentences by using the vocabulary written earlier.

f. The researcher closed the class.

6. The sixth meeting

a. The researcher greeted the students.

b. The researcher motivated the students.

c. Then, the students continued the level of *Mem*rise. The students played the application in level 6 with "Finance and Political" themes by

following the procedures of using *Mem*rise application. (Students see English vocabulary or phrases, understand the meaning of word, listening the vocabulary, rewrite the words given, do multiple choice test, typing test and pronunciation test).

d. After they have done to play the level 6. The students must mentioned and wrote down 5-10 vocabularies and the meaning which they have just learned through *Mem*rise application before.

e. The students made 5 sentences by using the vocabulary written earlier.

f. The researcher closed the class.

3.5.3 Post Test

After the treatment the researcher carried out a post-test. It is intended to know the treatment success or not. The post-test has a same procedure with the pre-test.

3.5.4 Questionnaire

In the last meeting, the researcher gave the questionnaire to find out the students' response in learning vocabulary by using *mem*rise application. The questionnaire used in contents worksheet.

3.6 Technique of Data Analysis

The data was collected through the test that had been analyzed by using quantitative analysis employed statically calculation to test the hypothesis. The steps are as follow:

3.6.1 Scoring the students' Vocabulary of Pre-test and Post-test

$$Score = \frac{Students\ correct\ answer}{The\ Total\ Number\ Of\ Item} X\ 100$$

3.6.2 Classifying the score five levels classification as follow:

Table 3.1 The Classification Students' Score

No.	Classification	Score
1.	Very good	86 – 100
2.	Good	71 – 85
3.	Fair	56 – 70
4.	Poor	41 – 55
5.	Very Poor	≤ 40

(Dirjen Pendidikan Dasar dan Menengah)[29]

3.6.3 Finding out the mean score by using the formula as follow:

$$X = \frac{\Sigma Xi}{n}$$

Where:

X : Mean

ΣXi : Total score

N

: The total number of students.[30]

3.6.4 Calculating of standard deviation of the students' pre-test and post-test scores

by the T-test value using the formula as follow:

$$SD = \sqrt{\frac{ss}{N}}, \text{ where } ss = \Sigma X^2 - \frac{(\Sigma X)^2}{N}$$

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[29]Dirjen Pendidikan Dasar dan Menengah, Peraturan Directorat Jendral Pendidikan Dasar dan Menengah Tentang, *Penilaian Perkembangan Anak Didik* (Jakarta: Depdiknas, 2005), p. 2.

[30]Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan, Edisi Revisi* (Jakarta: Bumi Aksara, 2009), p. 298.

Where:

    SD   : The Standard Deviation

    SS   : The Square Root of the Sum Of Square

    $\sum x^2$: The Sum of Square

    $(\sum X)^2$: The total Square of the Sum

    N   : Total number of Sum.[31]

3.6.5 Calculating The rat Percentage of Students' score

$$X = \frac{F}{N} \; x \; 100\%$$

Where:

X : Percentage

F : Frequency

N : The total number of sample.[32]

3.6.6 Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value using the following formula:

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[31]L.R. Gay, *Educational Research Competencies for Analysis and Application* (Pearson Education Itd: Merril Prenticc Hall, 2006), p. 297-298.

[32]Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT.Raja Grafindo Persada, 2014), p. 43.

$$t = \frac{D}{\sqrt{\frac{D^2 - \frac{(\Sigma D)^2}{N}}{N \, (N-1)}}}$$

Where:

T : Test of Significance

D : The mean score of difference (X1-X2)

ΣD : The sum of the total score

ΣD^2 : The Square of the sum score of difference

N : The total sample.

3.6.7 The Formula of Questionnaire

3.6.7.1 The percentage of the students answer by using the formula of likert scale as followed:

Table 3.2 Likert Scale Category

Positive Statements Score	Category	Negative statements Score
5	Strongly Agree	1
4	Agree	2
3	Undecided	3
2	Disagree	4
1	Strongly Disagree	5

(Source: Likert Scale Category)

3.6.7.2 The following is rating score of categories

Table 3.3 The Rating Score of Categories

Score	Classification
81-100	Very strong
61-80	Strong
41-60	Enough
21-40	Low
0-20	Very low.[33]

Calculating the rat percentage of how *Mem*rise application able to improve students' vocabulary mastery score:

$$X = \frac{F}{N} \ x \ 100\%$$

Where :

X : Percentage

F : Frequency

N : The total number of sample.[34]

[33]Ridwan and Akdon, *Rumus dan Data dalam Analisis Statistika* (Bandung: Alfabeta, 2002), p. 16.

[34]Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT.Raja Grafindo Persada, 2014), p. 43.

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter presents the findings and the discussions of the research. It provides information about description of the findings including the data collected, data process and the result as well. Besides, it presents the process of testing hypothesis and the discussion of the findings including the explanation of the students' vocabulary mastery after being taught by using *Mem*rise application.

4.1 Finding of the Research

To answer the research questions in the previous chapter, the researcher collected necessary data of students' vocabulary mastery before and after being taught by implementing *Mem*rise Application by using the instruments of the research. Vocabulary test which was applied in pretest and posttest was used to answer the first research question; is *Mem*rise Application effective to improve students' vocabulary mastery at the Second Grade of MA DDI Kanang. Meanwhile, Questionnaire was conducted to answer the second research question; how are the students' responses to use *Mem*rise Application at the Second Grade of MA DDI Kanang. The data process findings through these instruments are elaborated as follows.

4.1.1 Finding through Vocabulary Test

4.1.1.1 The Result of Pre Test

The Pretest was conducted at the first meeting on Saturday, September 28th, 2019 started at 9.15 am. The researcher found out the result of the students' pre-test based on the scoring of vocabulary before giving treatment through *Mem*rise

application which were analyzed and resulted in the information as shown in the following table.

Table. 4.1 The Students' Score in Pre Test

No	Students	Correct Answer	Max Score	Score (X_1)	$(X_1)^2$
1	S1	11	100	55	3025
2	S2	10	100	50	2500
3	S3	12	100	60	3600
4	S4	10	100	50	2500
5	S5	12	100	60	3600
6	S6	11	100	55	3025
7	S7	11	100	55	3025
8	S8	12	100	60	3600
9	S9	11	100	55	3025
10	S10	14	100	70	4900
11	S11	9	100	45	2025
12	S12	11	100	55	3025
13	S13	15	100	75	5625
14	S14	12	100	60	3600
15	S15	11	100	55	3025
16	S16	13	100	65	4225
17	S17	13	100	65	4225
18	S18	9	100	45	2025
19	S19	9	100	45	2025

To be continued

Continued Table 4.1

No	Students	Correct Answer	Max Score	Score (X_1)	$(X_1)^2$
20	S20	10	100	50	2500
21	S21	11	100	55	3025
22	S22	13	100	65	4225
23	S23	12	100	60	3600
24	S24	11	100	55	3025
25	S25	14	100	70	4900
26	S26	13	100	65	4225
27	S27	10	100	50	2500
28	S28	12	100	60	3600
29	S29	11	100	55	3025
30	S30	13	100	65	4225
31	S31	9	100	45	2025
32	S32	15	100	75	5625
33	S33	13	100	65	4225
34	S34	9	100	45	2025
35	S35	15	100	75	5625
36	S36	12	100	60	3600
37	S37	13	100	65	4225
38	S38	11	100	55	3025
39	S39	11	100	55	3025
40	S40	12	100	60	3600

To be continued

Continued Table 4.1

No	Students	Correct Answer	Max Score	Score (X_1)	$(X_1)^2$
41	S41	11	100	55	3025
42	S42	11	100	55	3025
43	S43	9	100	45	2025
44	S44	13	100	65	4225
45	S45	9	100	45	2025
46	S46	9	100	45	2025
47	S47	11	100	55	3025
48	S48	13	100	65	4225
49	S49	11	100	55	3025
50	S50	4	100	70	4900
51	S51	11	100	55	3025
52	S52	12	100	60	3600
53	S53	13	100	65	4225
54	S54	11	100	55	3025
55	S55	13	100	65	4225
56	S56	11	100	55	3025
57	S57	9	100	45	2025
58	S58	10	100	50	2500
	Total			$\sum X = 3335$	$\sum X^2 = 195625$

(Source: Primary Data Processing)

Based on the result of pre-test, having calculated the mean score of pre-test and standard deviation, the data showed that the mean score of pre-test was 57.5 and

the standard deviation based on the calculation of students' score in pre-test of table 4.1 was 8.23. From that analyzing, it could be seen that most of students' ability in vocabulary was still low.

4.1.1.2 The Students' Score in Post Test

Meanwhile, the students' score on post-test would be presented in the following table:

Table 4.2 The Students' Score in Post Test

No	Students	Correct Answer	Max Score	Score (X_1)	$(X_1)^2$
1	S1	18	100	90	8100
2	S2	18	100	90	8100
3	S3	18	100	90	8100
4	S4	17	100	85	7225
5	S5	19	100	95	9025
6	S6	19	100	95	9025
7	S7	19	100	95	9025
8	S8	18	100	90	8100
9	S9	18	100	90	8100
10	S10	19	100	95	9025
11	S11	15	100	75	5625
12	S12	18	100	90	8100
13	S13	19	100	95	9025
14	S14	15	100	75	5625
15	S15	18	100	90	8100

To be continued

Continued Table 4.2

No	Students	Correct Answer	Max Score	Score (X_1)	$(X_1)^2$
16	S16	18	100	90	8100
17	S17	19	100	95	9025
18	S18	19	100	95	9025
19	S19	17	100	85	7225
20	S20	15	100	75	5625
21	S21	18	100	90	8100
22	S22	13	100	65	4225
23	S23	18	100	90	8100
24	S24	18	100	90	8100
25	S25	14	100	70	4900
26	S26	18	100	90	8100
27	S27	18	100	90	8100
28	S28	18	100	90	8100
29	S29	12	100	60	3600
30	S30	19	100	95	9025
31	S31	16	100	80	6400
32	S32	18	100	90	8100
33	S33	16	100	80	6400
34	S34	17	100	85	7225
35	S35	17	100	85	7225
36	S36	18	100	90	8100
37	S37	16	100	80	6400

To be continued

Continued Table 4.2

No	Students	Correct Answer	Max Score	Score (X_1)	$(X_1)^2$
38	S38	16	100	80	6400
39	S39	16	100	80	6400
40	S40	16	100	60	3600
41	S41	18	100	90	8100
42	S42	18	100	90	8100
43	S43	19	100	95	9025
44	S44	19	100	95	9025
45	S45	15	100	75	5625
46	S46	19	100	95	9025
47	S47	16	100	80	6400
48	S48	13	100	65	4225
49	S49	17	100	85	7225
50	S50	18	100	90	8100
51	S51	17	100	85	7225
52	S52	18	100	90	8100
53	S53	18	100	90	8100
54	S54	19	100	95	9025
55	S55	19	100	95	9025
56	S56	19	100	95	9025
57	S57	18	100	90	8100
58	S58	18	100	90	8100
Total				$\sum X = 5010$	$\sum X^2 = 437450$

(Data Source : Primary Data Processing)

Based on the result of post-test, having calculated the mean score of post-test and standard deviation, the data showed that the mean score of pre-test was 86.3 and the standard deviation based on the calculation of students' score in pre-test of table 4.2 was 9.07. From that analyzing, it could be seen that almost of 58 students' vocabulary mastery was very good because there was an improvement of students' score.

4.1.1.3 The result of the pre-test and post-test were presented in the following:

Having calculated the result of the students' pre-test and post-test, the mean score and standard deviation of the students' vocabulary mastery are presented in table 4.3 below:

Table 4.3 The Mean Score and Standard Deviation of The Pre-test and Post-test

Test	Mean Score	Standard Derivation (SD)
Pre Test	57.5	8.23
Post Test	86.3	9.07

(Data' source: The Mean Score and Standard Deviation of the Pre-test and Post-test)

The data in table 4.3 indicates that there was an improvement while doing pre-test up to post-test. In pre-test had score 57.5 and the post-test score increased become 86.3. The standard deviation of pre-test was 8.23 (SD) while the standard deviation of the post-test was 9.07 (SD).

As the result at this item was the mean score and standard deviation of the post-test were greater than the mean score and standard deviation in pre-test. It means that the students' vocabulary mastery had improvement after doing the learning process that used in class.

4.1.1.4 The Rate Percentage of the Frequency of the Pre-test and Post-test

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

Table 4.4 The Rate Percentage of Frequency of the Pre Test and Post Test

No	Classification	Score	Frequency		Percentage	
			Pre test	Post Test	Pre Test	Post Test
1.	Very Good	86-100	0	37	0%	64%
2.	Good	71-85	1	16	2%	27%
3.	Fair	56-70	25	5	43%	9%
4.	Poor	41-55	32	0	55%	0%
5.	Very Poor	≤ 40	0	0	0%	0%
	Total		58	58	100%	100%

(Data Source : Primary Data Processing)

The data of the table above showed the students' percentage of pretest was most common in poor score namely 32 students (55%). Whereas the percentage of posttest indicated that there was increasing percentage a great majority of the students in vocabulary mastery because there were 37 students (64%) had gotten very good scores. In other words, it can be said that the rate percentage of students in post-test was greater than the rate percentage in the pre-test. So, it can be concluded that there was an increasing percentage after doing pretest up to posttest.

4.1.1.5 T-Test Value

The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4.5 The Worksheet of the Calculation of the Score on Pre-Test and Post-Test on the Students' vocabulary Mastery

No	X_1	X_2	$(X_1)^2$	$(X_2)^2$	$D(X_2.X_1)$	$D(X_2.X_1)^2$
1.	55	90	3025	8100	35	1225
2.	50	90	2500	8100	30	1200
3.	60	90	3600	8100	25	750
4.	50	85	2500	7225	35	1225
5.	60	95	3600	9025	35	1225
6.	55	95	3025	9025	35	1400
7.	55	95	3025	9025	40	1600
8.	60	90	3600	8100	30	900
9.	55	90	3025	8100	35	1225
10.	70	95	4900	9025	25	625
11.	45	75	2025	5625	30	900
12.	55	90	3025	8100	35	1225
13.	75	95	5625	9025	20	400
14.	60	75	3600	5625	15	225
15.	55	90	3025	8100	30	1050
16.	65	90	4225	8100	25	625
17.	65	95	4225	9025	25	750
18.	45	95	2025	9025	25	1250
19.	45	85	2025	7225	40	1600
20.	50	75	2500	5625	25	625

Continued Table 4.5

No	X_1	X_2	$(X_1)^2$	$(X_2)^2$	$D(X_2.X_1)$	$D(X_2.X_1)^2$
21.	55	90	3025	8100	35	1225
22.	65	65	4225	4225	0	0
23.	60	90	3600	8100	30	900
24.	55	90	3025	8100	35	1225
25.	70	70	4900	4900	0	0
26.	65	90	4225	8100	25	625
27.	50	90	2500	8100	40	1600
28.	60	90	3600	8100	30	900
29.	55	60	3025	3600	5	25
30.	65	95	4225	9025	30	900
31.	45	80	2025	6400	35	1225
32.	75	90	5625	8100	15	225
33.	65	80	4225	6400	15	225
34.	45	85	2025	7225	40	1600
35.	75	85	5625	7225	10	100
36.	60	90	3600	8100	30	900
37.	65	80	4225	6400	15	225
38.	55	80	3025	6400	25	625
39.	55	80	3025	6400	15	375
40.	60	60	3600	3600	0	0
41.	55	90	3025	8100	25	875

To be Continued

Continued Table 4.5

No	X_1	X_2	$(X_1)^2$	$(X_2)^2$	$D(X_2.X_1)$	$D(X_2.X_1)^2$
42.	55	90	3025	8100	35	1225
43.	45	95	2025	9025	50	2500
44.	65	95	4225	9025	30	900
45.	45	75	2025	5625	30	900
46.	45	95	2025	9025	50	2500
47.	55	80	3025	6400	25	625
48.	65	65	4225	4225	0	0
49.	55	85	3025	7225	10	300
50.	70	90	4900	8100	20	400
51.	55	85	3025	7225	15	450
52.	60	90	3600	8100	30	900
53.	65	90	4225	8100	25	625
54.	55	95	3025	9025	40	1600
55.	65	95	4225	9025	30	900
56.	55	95	3025	9025	40	1600
57.	45	90	2025	8100	25	1125
58.	50	90	2500	8100	25	1000
Total	3335	5010	195625	437450	1530	51350

(Data Source : Primary Data Processing)

In order to know whether or not the mean score was different significantly from the pre-test and post-test at the level of significance 0,05 with the degree of freedom (df) = N-1, where N = number of sample (58), so (df) = 57. After obtaining

the degree of freedom, the t-table at the degree of freedom 57 in significant degrees of 0,05 (5%), the table is **1.671.** The following table shows the result of the t-test calculation:

Table 4.6 The Test of Significance

Variable	T-test	T-table value
Pre-test and post-test	14.494	1.671

(Data' Source : The Test of Significance)

Table 4.6 above shows that the value of t- test (14.494) was greater than t-table (1.671). It indicated that *mem*rise application could significantly improve the vocabulary mastery of the second grade students of MA DDI Kanang.

4.1.1.6 Hypothesis Testing

The level significant (α) 5% and Df = 57 and the value of the t-table is 1.671 while the value of t-test is 14.494, it can be concluded that the t-test is higher than t-table (14.494 >1.671). Thus, it means that the students' vocabulary mastery was significanly better after getting the treatment. So, the null hypothesis (Ho) is rejected and the alternative hypothesis (Hi) is accepted. It has been found that there was improvement of *Mem*rise Application on students' vocabulary mastery.

4.1.2 Finding The Students' Response through Questionnaire

On Saturday, November 16th, 2019, after the students followed the process of learning in the first meeting until sixth meeting, the researcher gave questionnaire to know students' response to *mem*rise application. The result of questionnaire was presented as following:

Table 4.7 The Result of Questionnaire

No. Rsp	Item																				Total
	Positive Statements										Negative Statements										
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	5	4	5	4	5	5	5	5	5	5	5	4	5	3	4	4	4	3	4	4	88
2	5	5	4	5	4	3	4	4	5	4	5	3	4	4	3	4	4	4	2	4	80
3	5	5	4	4	4	2	4	4	4	5	5	4	4	5	4	4	4	4	4	5	84
4	4	5	5	5	4	4	5	4	4	4	5	4	4	4	4	4	4	4	3	3	83
5	5	5	4	5	4	4	5	5	4	5	5	4	4	4	4	4	4	4	4	4	87
6	4	4	5	4	4	3	5	4	5	5	5	4	4	4	5	4	4	4	4	3	84
7	5	5	5	5	4	3	2	4	2	5	5	4	4	4	5	5	4	4	4	3	82
8	5	4	5	5	4	4	1	4	3	4	5	4	4	4	5	5	4	4	4	4	82
9	5	4	5	4	4	3	4	4	3	5	5	4	4	5	4	5	4	4	5	4	85
10	5	5	5	4	5	4	4	4	2	5	5	4	5	4	4	5	4	4	5	3	86
11	3	4	5	4	5	4	4	2	5	4	4	4	5	4	4	5	4	4	5	3	82
12	3	5	4	4	4	4	4	4	4	4	4	5	5	4	3	5	3	5	3	3	80
13	5	4	5	4	4	5	3	2	2	5	4	4	4	3	4	3	4	5	5	5	80
14	5	4	5	4	4	4	4	2	5	5	4	4	4	4	5	5	4	5	5	5	87
15	4	4	5	5	4	4	2	2	1	5	3	4	4	4	4	5	4	5	5	5	79
16	5	5	5	5	5	4	5	4	4	5	3	4	4	4	4	5	4	5	3	5	88
17	5	4	4	5	2	4	3	4	1	5	4	4	4	4	4	5	4	5	5	3	79
18	5	4	4	2	3	2	4	4	5	5	4	4	4	4	4	5	4	5	4	3	79
19	5	5	4	4	4	4	5	5	5	5	3	4	4	1	4	4	4	3	5	5	83
20	4	3	5	2	4	4	5	3	4	5	5	4	5	5	4	5	4	5	3	3	82
21	4	2	5	5	3	4	4	3	5	5	5	4	5	4	5	5	4	5	5	3	85
22	4	5	5	3	5	4	5	4	5	4	5	4	4	4	5	5	4	4	4	4	87
23	4	5	5	4	5	4	4	1	5	4	5	4	5	2	5	5	4	5	4	4	84
24	4	5	4	5	3	2	4	4	5	4	4	3	4	4	4	5	4	5	5	4	82
25	4	3	4	3	3	4	3	5	5	5	4	4	4	4	4	4	3	4	5	3	78
26	5	5	4	5	5	3	5	4	5	4	4	4	4	4	5	5	4	5	5	5	90
27	4	5	5	4	3	3	2	4	5	4	4	4	4	4	5	5	4	5	5	5	84
28	4	3	5	5	4	3	3	2	3	3	4	4	5	4	4	5	4	5	3	5	78

Continued Table 4.7

No. Rsp	Item																				Total
	Positive Statements										**Negative Statements**										
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
29	3	5	1	4	4	4	5	4	4	4	5	4	3	5	4	5	4	5	3	5	81
30	4	4	4	5	4	4	4	2	3	3	5	4	4	2	4	5	4	5	5	2	77
31	2	5	5	3	3	4	5	4	4	3	5	4	4	4	5	4	4	5	5	3	81
32	4	3	2	5	5	4	5	2	4	3	5	4	5	4	5	4	4	5	4	2	79
33	4	5	5	5	5	4	4	1	4	3	5	4	4	4	5	4	4	4	4	5	83
34	4	5	5	4	5	5	4	3	5	5	5	4	4	4	5	5	4	4	4	5	89
35	4	5	5	5	3	4	4	3	5	3	4	4	4	4	5	5	4	4	5	5	85
36	5	4	5	4	2	4	4	3	4	5	4	4	3	5	5	5	4	4	3	4	81
37	4	4	3	5	5	4	3	4	4	5	4	4	4	4	5	5	5	4	5	4	85
38	2	4	4	4	2	4	5	5	4	5	4	4	5	2	4	5	4	4	4	4	79
39	4	3	5	4	3	4	5	4	4	5	3	4	4	4	4	5	4	4	4	4	81
40	5	4	5	4	2	4	4	4	3	3	5	3	4	4	5	5	4	4	5	4	81
41	4	3	5	4	5	4	4	3	5	4	5	4	5	5	4	4	4	5	2	4	83
42	5	5	4	4	3	3	5	3	5	4	4	4	5	4	4	4	4	5	5	5	85
43	5	4	5	4	4	3	5	3	5	3	4	4	4	3	5	4	4	5	4	5	83
44	4	4	4	4	4	3	5	4	4	4	4	4	5	4	5	3	4	4	5	5	83
45	1	4	4	5	4	3	4	4	4	4	4	4	4	5	5	5	4	4	4	5	81
46	5	4	3	4	3	3	4	4	4	4	5	4	2	4	5	5	4	4	4	4	79
47	4	4	4	4	2	3	4	4	5	4	5	4	3	4	5	4	4	4	5	4	80
48	4	4	4	4	4	4	3	5	3	4	4	4	4	4	4	5	4	5	3	4	80
49	4	4	4	5	1	4	5	4	4	5	4	4	5	5	4	5	4	5	5	1	82
50	5	4	5	4	5	3	4	4	4	5	5	4	5	4	4	5	4	5	5	1	85
51	5	4	4	4	1	4	4	3	4	5	3	3	4	4	4	5	4	4	5	4	78
52	5	4	4	4	4	5	4	3	5	5	3	4	3	4	5	5	4	5	3	5	84
53	5	4	4	4	1	4	5	3	5	5	4	4	3	5	5	4	4	5	5	4	83
54	5	4	4	5	5	4	5	4	5	5	5	4	4	4	5	4	4	5	4	4	89
55	5	4	3	4	4	3	3	4	5	5	4	4	4	4	4	5	4	5	5	4	83
56	4	4	5	4	4	4	3	5	4	5	5	4	5	4	4	5	4	5	3	1	82
57	4	4	4	4	5	4	4	3	4	5	5	4	4	4	4	5	4	5	5	2	83
58	5	4	4	4	4	5	5	5	5	5	4	4	5	5	4	4	4	5	4	4	89
																			Total		4802

(Data Source: The Result of Questionnaire)

Showed the average of the questionnaire from every students' score categorized as positive response, it can be seen in the following table:

Table 4.8 The Percentage of Questionnaire on Learning Vocabulary by using *Mem*rise Application

No. Item	FREQUENCY					SUM OF SCORES					Total Sum of Scores	Scores %	Category
	SA	A	N	D	SD	SA	A	N	D	SD			
1	27	25	3	2	1	135	100	9	4	1	249	85,87	Very Strong
2	20	31	6	1	0	100	124	18	2	0	244	84,13	Very Strong
3	29	23	3	1	2	145	96	9	2	1	253	87,24	Very Strong
4	20	33	3	1	1	100	132	9	4	0	245	84,49	Very Strong
5	15	25	10	5	3	75	100	30	10	3	218	75,17	Strong
6	5	35	15	3	0	25	140	45	6	0	216	74,48	Strong
7	21	25	8	3	1	105	100	24	6	1	236	81,37	Very Strong
8	8	29	12	7	2	40	116	36	14	2	208	71,72	Strong
9	25	22	6	3	2	100	88	18	6	2	214	73,79	Very Strong
10	32	18	8	0	0	160	72	24	0	0	256	88,27	Very Strong
11	0	0	6	24	28	0	0	18	96	140	254	87,58	Very Strong
12	0	0	4	53	1	0	0	12	212	5	229	78,96	Strong
13	0	1	5	35	17	0	2	15	140	85	242	83,44	Very Strong
14	1	3	3	41	10	1	6	9	164	50	230	79,31	Strong
15	0	0	2	31	25	0	0	6	124	125	255	87,93	Very Strong
16	0	0	2	18	38	0	0	6	72	190	268	92,41	Very Strong

To be continued

Continued Table 4.8

No. Item	FREQUENCY					SUM OF SCORES					Total Sum of Scores	Scores %	Category
	SA	A	N	D	SD	SA	A	N	D	SD			
17	0	0	2	55	1	0	0	6	220	5	231	79,65	Strong
18	0	0	2	25	31	0	0	6	100	155	261	90	Very Strong
19	0	2	10	19	27	0	4	30	76	135	245	84,48	Very Strong
20	3	3	12	22	18	3	6	36	88	90	223	76,89	Strong
Total	206	275	481	349	208	557	1086	366	1452	990	4802		VS = 65% S = 35%

(Data Source: The Percentage of Questionnaire)

Based on table 4.8 above, the researcher concluded that the average of the students were positive response. To analyse how *mem*rise application was effective to improve students vocabulary mastery, the following was rating score of the Questionnaire Category:

$$X = \frac{\sum X}{N} \qquad X = \frac{4802}{58} = 82.79$$

It meant that 82.79 of rating score was in very strong classification of the questionnaire about the students' response. So, it meant that the students were responsive in learning vocabulary by using *mem*rise application and really interested in using *mem*rise application to study vocabulary.

4.2 Disscussion

4.2.1 The ways of the implementation *Mem*rise Application to upgrade students' vocabulary mastery.

The first meeting was conducted on Saturday, September 26th, 2019. The researcher entered class XI IPA 2 at 9.15 a.m, XI IPA 1 class at 11.15 and XI IPS

class at 13.05. The lesson was started by praying together and checking attendance list. Then, the researcher informed the activities that would be conducted in the meeting. She introduced herself and gave information about her aim with the students made the students interest to do the next instruction of the researcher. In this section, the teacher did not give treatment. The researcher gave work of pre-test with consist 20 questions. It purposed to know the students' improvement in vocabulary before getting the treatment. The students did the test until break time came.

The second meeting was conducted on Saturday, October 5th, 2019. The researcher motivated the students before teaching material by using *memrise application* after that the researcher explained how to use and operated the *mem*rise application. In understanding how to use *mem*rise application, researcher provide opportunities for students to ask what is not understood. The researcher asked the students to use their smartphone or laptop to sign in *mem*rise application. Next, The students practice to use the application guided the researcher.

The researcher asked students to log in *mem*rise application with their accounts. They could sign in with Facebook account, Google account or email. The first theme studied was "Food and Natural Disaster". Based on the procedures of using *mem*rise application, some activities that students did in playing this application were students read English vocabulary or phrases related to previously chosen themes and the meaning in Indonesian, students understood the explanation related to the word or phrase given both in terms of definition and meaning, students listened to how to read the given vocabulary by native speaker recording.

Students rewrite the words given. After that students tested their memories with some of tests, namely multiple choice, typing test and pronunciation test. If

students have done in played the level 1 (food and Natural disaster), the students must mention and write down 5-10 vocabularies and the meaning which they have just learned through *Mem*rise application before. The ending of the lesson, the researcher invited the students to follow the online class that have been made by researchers through the *mem*rise application. In the online class there was 20 words must be learned of students in their home.

The third meeting was on October 12th, 2019 before starting the material the researcher have an evaluated by reviewing the vocabulary given from the previous meeting. Then, the students continued the level of *mem*rise. The students played the application in level 2 with "Mathematic and Computer" theme by following the procedures of using *mem*rise application namely, students read English vocabulary or phrases, understood the meaning of word, listened the vocabulary, rewrite the words given, did multiple choice test, typing test and pronunciation test. After that the students must mention and write down 5-10 vocabularies and the meaning which they have just learned through *Mem*rise application before. The students made 5 sentences using the vocabulary written earlier. The researcher closes the class.

The fourth meeting was conducted on October 19th, 2019. Before starting the material the researcher have an evaluated by reviewing the vocabulary given from the previous meeting. Then, the students continued the level of *mem*rise. The students played the application in level 3. with "Energy and Spirituality" theme by following the procedures of using *mem*rise application namely, students read English vocabulary or phrases, understood the meaning of word, listened the vocabulary, rewrite the words given, did multiple choice test, typing test and

pronunciation test. After that the students must mention and write down 5-10 vocabularies and the meaning which they have just learned through *mem*rise application before. The students made 5 sentences using the vocabulary written earlier. The researcher closes the class.

The fifth meeting was conducted on October 26th, 2019. Before starting the material the researcher have an evaluated by reviewing the vocabulary given from the previous meeting. Then, the students continued the level of *Mem*rise. The students played the application in level 4. with "Science and Research" themes by following the procedures of using *Mem*rise application namely, students read English vocabulary or phrases, understood the meaning of word, listened the vocabulary, rewrite the words given, did multiple choice test, typing test and pronunciation test. After that the students must mention and write down 5-10 vocabularies and the meaning which they have just learned through *Mem*rise application before. The students made 5 sentences using the vocabulary written earlier. The researcher closes the class.

The sixth meeting was conducted on November 2nd, 2019 before starting the material the researcher have an evaluated by reviewing the vocabulary given from the previous meeting. Then, the students continued the level of *Mem*rise. The students played the application in level 5. with "Ancient History and Disease" themes by following the procedures of using *Mem*rise application namely, students read English vocabulary or phrases, understood the meaning of word, listened the vocabulary, rewrite the words given, did multiple choice test, typing test and pronunciation test. After that the students must mention and write down 5-10 vocabularies and the meaning which they have just learned through *Mem*rise

application before. The students make 5 sentences using the vocabulary written earlier. The researcher closes the class.

The seventh meeting was conducted on November 9th, 2019 before starting the material the researcher have an evaluated by reviewing the vocabulary given from the previous meeting. Then, the students continued the level of *Mem*rise. The students played the application in level 6. with "Finance and Political" themes by following the procedures of using *Mem*rise application namely, students read English vocabulary or phrases, understood the meaning of word, listened the vocabulary, rewrite the words given, did multiple choice test, typing test and pronunciation test. After that the students must mention and write down 5-10 vocabularies and the meaning which they have just learned through *Mem*rise application before. The students made 5 sentences using the vocabulary written earlier. The researcher closes the class.

After doing treatment for six meetings, on November 16th, 2019 the researcher conducted a post-test and distributed the questionnaire to know how is the students response to *mem*rise application as media in teaching and learning vocabularies. During 8 meetings, researchers proved that learning vocabulary using *mem*rise application can improve students' vocabulary mastery. It can be proven through the score of the pre-test and post-test results and data analysis.

By looking at the pre-test finding, from the data provided in classification table based on the vocabulary, clearly to see that there were no one students who got very good, one (2%) student got good score, twenty- five (43%) students got fair score, thirty two (54%) students got poor score and no one students got very poor score. Whereas in the post-test, thirty-seven (64%) students got very good score, six teen (27%) students

got good score, five (9%) students got fair score and no one students got poor and very poor score. From the result, the researcher concluded that the students' vocabulary mastery improve from poor score up to very good classification.

In addition, the mean score of pre-test was and the mean score of post-test was. As conclusion, the mean score of post-test (87.33) was greater than pre-test (57.24). 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 refused and the alternative hypothesis (H1) is accepted. So it can be concluded that the treatment have been effective. It can be concluded that learning vocabularies through *mem*rise application was effective to improve the students' vocabulary mastery.

In the preface study that the researcher did in MA DDI Kanang it was found through the observation that the teachers' method in teaching vocabulary was mainly using old method like memorizing method of course the students would be frustrating to memorize them and need a long time to remember a lot of vocabularies. Besides, the students have some problems in learning English such as they were lazy to memorize a lot vocabulary and did not pay full attention to the lesson. Most of students' did not like English subject, they believed that English is difficult to be learnt. It is considered as serious problem for students, As consequences the students lack in vocabulary mastery. Students who lack of vocabulary sometimes cannot deduce the meaning of a word from the context. The researcher concluded that one of the main factor which made the students lack in vocabulary mastery caused by the

method or media used in class is monotonous. That's what should be special concern of teacher to use media to help students in solving their vocabulary problems.

The using of *mem*rise application could make students were easy and able to memorize a huge vocabulary in short time. It is supported by Kozminski, Jianxiong Wu and Sara librenjak. They have done a research by using *mem*rise application. It proved that *mem*rise is effective to be used in teaching successful for teaching language, especially in memorize vocabulary.[35] Also David Brightwell & Tom Booth have done a survey that *mem*rise application was able to develop vocabulary by beginning to remember and be able to use vocabulary than other software.

Besides that *Mem*rise makes use of Spaced Repetition, it would help the students review words at expertly spaced intervals and maintain them in their memory effectively. *Mem*rise reminders students when time to learn or to review their course, therefore it would give the students motivation to learn and make them don't forget about the time when they must learn or review the vocabulary. It could be seen from the researcher by Dian Fadhilawati.[36] She proved that the implementation of *mem*rise application as learning and reviewing vocabulary tool could improve the students vocabulary achievement.

Whereas vocabulary is basic language teaching because without vocabulary mastery the student would get difficulties in four skill in English language. So the teacher have to be creative person in teaching, in addition the teacher also has to provided media to support the teaching and learning of vocabulary.

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[35] Kozminski Jianxiong Wu and Sara librenjak, "Using *Mem*rise in Legal English Teaching", Vol.49 (62) 10.1515/slgr-2017-0009, (Poland: Kozminzki University Poland, 2017), p. 141.

[36] D. Fadhilahwati, "Learning and Reviewing Vocabulary through Memrise to improve students' vocabulary mastery, Vol.1 No.2, p. 33.

After the researcher applied *mem*rise application in the class during teaching vocabulary, the researcher found that some of the students seems to be appealing in doing the vocabulary test. It can be proved by the score and analyze. After calculating and analyzing the data, the researcher found that the result showed *mem*rise application can improve students' vocabulary mastery. The result was proven by the improvement of students' score in vocabulary test. For example : the students easy to memorize the vocabulary, the students more enjoyable and fun to study English, and the learning process by using *Mem*rise make students active in the learning process.

Morever, in pre-test most of students showed difficulties distinguishing to recognize the vocabulary because they have lack in vocabulary. Students faced some problem to memorize the vocabulary, such as the student was lazy to memorize and the student lack of motivation and awareness in learning English. This condition certainly make the students got low score in vocabulary test. While before giving treatment, in the post test, most of the students felt more comfortable and easy to adopt the material. Generally the use of *Mem*rise Application mainly aimed at increasing teaching process to be more motivating and appealing for students.

4.2.2 The discussion of the finding through the questionnaire

The questionnaire was successfully filled by 58 respondents that taken on November 16th, 2019. The students' response by using *Mem*rise application to improve students' vocabulary at the second grade of MA DDI Kanang has been and analyzed by using liker scale. From 20 items of questionnaires, most of students answered very positively. Based on the liker scale that the students' were very positive in learning English by using *Mem*rise application. It means that the *Mem*rise application makes students have positive response toward in learning vocabulary and

they agreed about it. The cumulative percentage on the 10 items of the positive statements questionnaire was 89.19 and the cumulative score that they got the questionnaire was 2328. While the cumulative percentage on the 10 items of negative statements questionnaire was 93.40 and the cumulative score that they got the questionnaire was 2438.

Based on the result of questionnaire, researcher concluded that the students have positive response toward *mem*rise application can improve students' vocabulary mastery. In technology modern, students more interested with smartphone, because there are many applications in smartphone. In era modern, students prefer used smartphone. The interest of students in vocabulary mastery using *mem*rise application is quite high. Students were also more active in the classroom. It is supported by the research from Louis Walker argues that the students found using *mem*rise make students are enjoyable and convenient and would be a useful tool for teachers in teaching vocabulary.[37] Furthermore, The ASSURE analysis strongly support the superiority of *Memrise* as a way of learning vocabulary, over the methods that students would otherwise self-select.

So, it is enough clear that *Mem*rise Application can used to help students in learning English to improve their vocabulary. *Mem*rise application make more easy for students in teaching learning especially vocabulary. Several students have known well many vocabularies.

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[37]Louis Walker, "The impact of using Memrise on student's perceptions of learning Latin vocabulary and on long-term memory of words", Vol.16 no.32, (The Journal of Classics Teaching, 2015). p. 14-15.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research about the improvement vocabulary mastery by using *mem*rise application at the second grade students of MA DDI Kanang.

5.1 Conclusions

Based on the finding and discussion of the previous chapter in this study, the writer concluded that:

1. From the findings and the discussion in the chapter IV, the researcher concluded that using of *mem*rise application significantly improved the students' vocabulary mastery at second grade of MA DDI Kanang. The evidence was the increasing mean score of pre-test from 57,5 (Poor) to 86.3 (Very Good) in the post-test. T-test result in which the value of the t-test was 14,494 than t-table was 1,671at the level significance and degree of freedom (df) was 57. It is related with the survey done by David Brightwell & Tom Booth found that *mem*rise application was able to develop vocabulary by beginning to remember and be able to use vocabulary than other software and it is supported by tough from Woodill says that mobile learning media especially *Mem*rise can provide visual clues and vocabulary with context. The application also allows students to become active learner in both one-on-one and group environment.[38]

2. The finding of questionnaire showed that the students' were very positive after learning vocabulary through *mem*rise application. It's mean that the students

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[38]Woodill Garry, *The Mobile Learning Edge, Tools and Technologies for Developing Your Teams* (Newyork: Mc Grow Hill Proffessional, 2010), p. 31.

were very excited about this lesson. They got enjoyable and feel interesting in learning English. Most of them showed their positive responses about the material in the *mem*rise application.

5.2 Suggestion

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

1. In teaching vocabulary, the teacher is hoped more creative and has a good feedback in teaching her students in order to maximize teaching learning process and does not make the students to be bored. In teaching vocabulary, the teacher is hoped more creative and has a good feedback in teaching her students in order to maximize teaching learning process and does not make the students to be bored.

2. The teacher should be active in giving the feedback to involve the students in teaching learning process.

3. The students should be more active and not afraid of making mistakes during teaching learning process.

4. The students should practice and measure their vocabulary in English, discussing with their friends if they have difficulty in vocabulary and enjoy the vocabulary class.

5. *Mem*rise application could be applied in English teaching learning process, particularly the attempt of improving the students' vocabulary mastery.

6. The teacher could use the result of students response when finished teaching.

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CURRICULUM VITAE

Fadhilah Santri is the name of the writer of this skripsi. The writer was born from the couple Muhammad Said and Siti Sapiah. She is the fourth child of four siblings. She was born in Palu on February 12th, 1997. She began studying at SD Inpres 3 Birobuli Palu (graduated in 2009), at the same year, she moved to Polewali Mandar regency and continued her study at SMP Negeri 1 Polewali (graduated in 2012), then she continued studying at SMA Negeri 1 Polewali (graduated in 2015), and finally she completed her bachelor's education (S1) at State Islamic Institute (IAIN) Parepare, Tarbiyah Faculty, English Education Program.

With perseverance and high motivation to keep learning and trying, she has successfully completed the final project of this skripsi. Hopefully the final skripsi writing will be able to make a positive contribution to the world of education. Finally, the writer expresses her gratitude for the completion of the skripsi entitled "THE EFFECTIVENESS OF MEMRISE APPLICATION TO UPGRADE STUDENTS' VOCABULARY MASTERY AT THE SECOND GRADE OF MA DDI KANANG".