A THESIS

**THE USE OF MEMRISE APPLICATION IN IMPROVING
STUDENTS' VOCABULARY MASTERY
AT MTS DDI UJUNG**

BY

**REYNANDI SALNIAWAN
REG NUM. 2020203888203027**

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

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

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

English Education Program

Submitted by

**REYNANDI SALNIAWAN
REG NUM. 2020203888203027**

to

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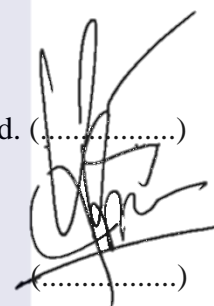
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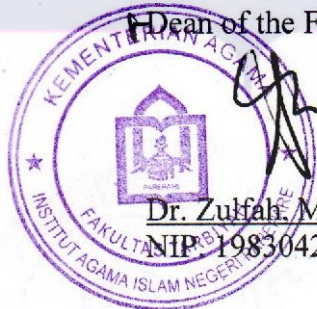Basis for Assigning Examiners : B.386/In.39/FTAR.01/PP.00.9/01/2024

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الْحَمْدُ لِلّهِ رَبِّ الْعَالَمِنَ وَالصَّلَاةُ وَاسَّلَامُ عَلَى أَشْرَفِ ألْأَنبِيَاءِ والْمُرْسَلِيْنَ وَعَلَى أَلِهِ وَصَحْبِهِ أَجْمَعِيْنَ أَمَّا بَعْد

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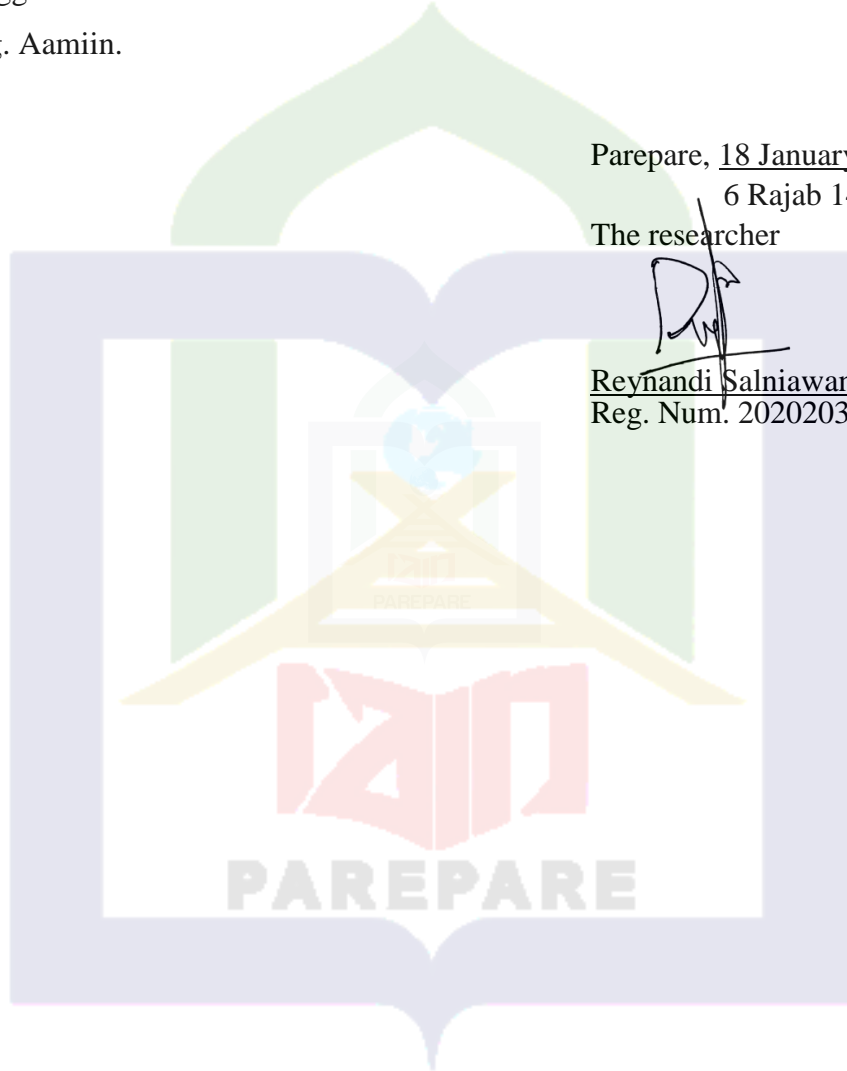
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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

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Stated this thesis was his own writing and if it can be proved that it was coped, duplicated or complied by any other people, this thesis and the degree that has been gotten would be postponed.

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ABSTRACT

Reynandi Salniawan. *The Use of Memrise Application in Improving Students' Vocabulary Mastery at MTs DDI Ujung. English Education of Tarbiyah Faculty, State Islamic Institute (IAIN) Parepare.* (Supervised by Abd. Haris Sunubi and Muajiz Muallim).

In this study aims to find out the significant differences before and after teaching vocabulary by using the Memrise application at MTs DDI Ujung. The result of this study are useful for the teachers, students and, the further researcher. This technique facilitates students' vocabulary memorization and retention, allowing teachers to effortlessly engage with vocabulary. Students are able to effectively memorize new vocabulary and easily recall previously learned words. The findings can be utilized by future researchers seeking to explore vocabulary instruction using the Memrise application.

In this research, the researcher implemented a pre-experimental design where a single group had a pre-test, treatment, and post-test. The population for this research consisted of the students enrolled at MTs DDI Ujung, with a total sample size of 26 students. The impact of the treatment was evaluated by comparing the differences between the results of the pre-test and the post-test. The success of the treatment is assessed by comparing the results obtained before and after the treatment. The researcher used pre-test and post-test to collect the data.
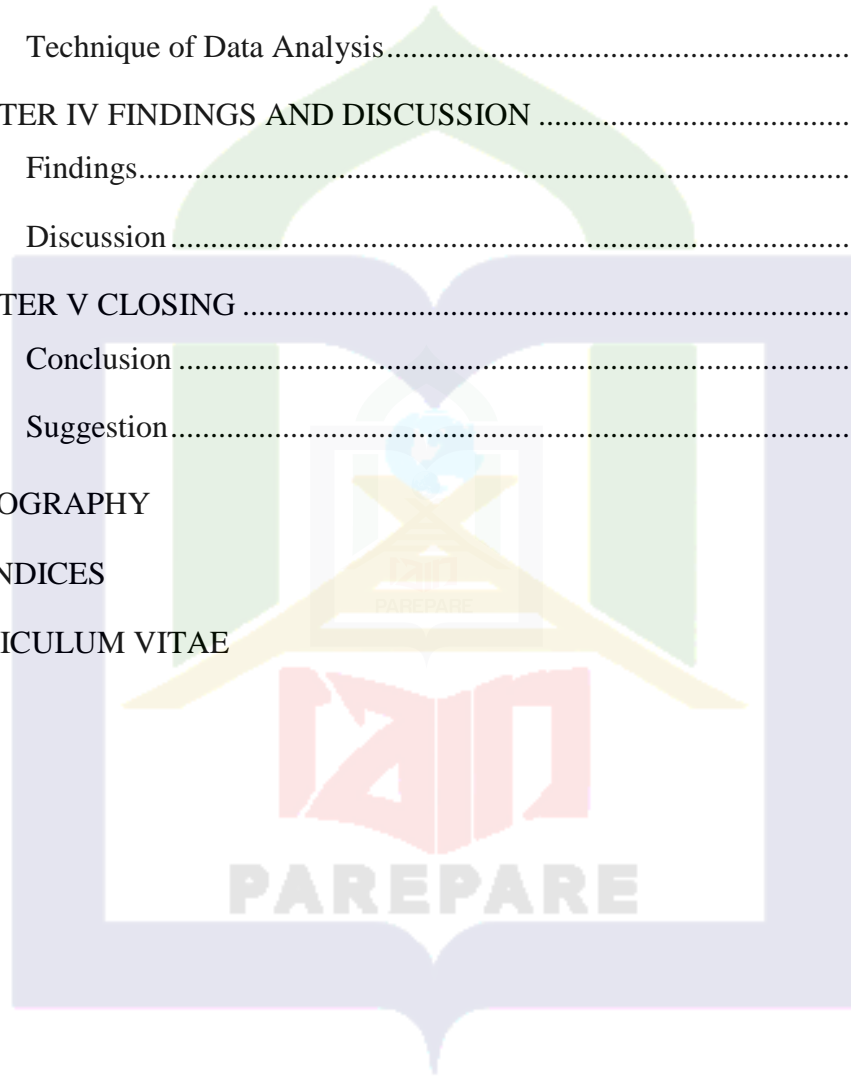
The research findings showed a significant improvement in the students' vocabulary mastery. The data analysis reveals that the researcher got a pre-test score (58.38) and a post-test score (88.34). After applying data analysis using the t-test formula, it was found that the obtained t-test value (13,798) surpasses the corresponding value in the t-table (1,708). Results showed that the Memrise application has been able in improving students' vocabulary mastery. Therefore, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted.

Keywords: Memrise Application, Vocabulary Mastery

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CHAPTER I

INTRODUCTION

A. Background

Vocabulary is one of the most important parts of learning English. It is one element that links the four skills of writing, listening, speaking and reading all together. No one can be successful in English without learning the basic vocabulary of the English language. How well one can communicate with English is incompletely dependent on how numerous vocabulary he has learned. But in fact, the main problem in educating English in academy in the lower of the students provocation in English because of their weakness to use the vocabulary.

According to Michael McCarthy "vocabulary is an important aspect of one's communication skills, because it will build one's ability to understand and use language in everyday and professional situations".[1] Vocabulary is also a big problem when we learn English when we know very little vocabulary, because if we don't know the vocabulary, we cannot communicate with people. Vocabulary helps student's process learning and can be used in everyday activities.

The researcher conducted an investigation at MTs DDI Ujung, where a group of students showed strong enthusiasm for learning English. However, during the researcher`s observations at the school, it was identified that many students faced

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[1] Carter and McCarthy, *Vocabulary and Language Teaching*.

challenges in developing their vocabulary. Their limited vocabulary makes it difficult to express themselves orally and in writing in English, as well as understanding their teachers when they deliver lessons in English.

At MTs DDI Ujung, students receive English material delivered by the teacher for 2 meetings each week. Such as material about nouns, pronouns, shape and size etc. The teacher gives students 10 vocabulary words after each lesson and they memorize them. Before the students memorize the vocabulary, the teacher explains how to pronounce the words correctly and the students follow along.

The students' MTs DDI Ujung had a difficulty with a lack of vocabulary mastering students who had no experience learning English throughout their primary education time at Elementary School. This was evident during the testing of the 10 questions to the students. The students, on average, could only answer 4-5 questions, with the best score achieved being 7, and the lowest score achieved as 3. Students in this situation frequently struggle to understand English subject matter at the MTs level. Their limited understanding of vocabulary is a serious obstacle in the learning process.

The use of educational applications in educational contexts is growing along with advances in information and communication technology. Educational apps have great potential to improve learning effectiveness, facilitate access to educational resources, and support innovative teaching. However, to exploit the full potential of educational applications, adequate mastery by students is required. At MTs DDI Ujung,

they also face challenges and opportunities in integrating educational applications into the learning process.

The proficiency of students and educators at MTs DDI Ujung in using educational apps is a significant matter, particularly in understanding the level of acceptance and usage of this technology within the educational environment. This is the manner in which new approaches and resources are employed to facilitate the enhancement of student's language proficiency. In order to improve students' vocabulary acquisition, English teachers have to encourage ingenuity in developing and displaying of learning materials, and also use efficient teaching methods. The researcher selected the Memrise app as an option that could be implemented.

In this era of globalization, various experts have invented educational tools, such as the Memrise Application. Memrise is a no-cost language learning platform that includes a website as well as a learning application available for iOS and Android. The primary advantages include the capacity to easily transport and access the content through both computer and mobile devices such as smartphones and tablets. It uses images audio and creative activities to facilitate the learning and remembering of words and related meanings. The Memrise application can be utilized both within and outside of the classroom environment. The utilization of the Memrise Application is very helpful to the growth of students' vocabularies. This program can be utilized in the teaching and learning process because to its simplicity and user-friendly interface.

Following the background described above, the researcher was interested in researching "*The Use of Memrise Application in Improving Students' Vocabulary Mastery at MTs DDI Ujung*"

B. Research Question

Based on the given background, the researcher aims to formulate the problem in the following manner:

Is there any significant difference between the students before and after teaching vocabulary using the Memrise application at MTs DDI Ujung?

C. Objectives of the Research

The objectives of the study are as follow:

To find out the significant differences before and after teaching vocabulary by using the Memrise application at MTs DDI Ujung.

D. Significance of the Research

The research holds significance in the following ways:

1. For The Teachers

The utilization of the Memrise application serves as a valuable resource for teachers during classroom instruction. This technique facilitates students' vocabulary memorization and retention, allowing teachers to effortlessly engage with vocabulary.

2. For The Students

The students benefit from the Memrise application as it contributes to the enhancement of their vocabulary skills. By utilizing the application, students are able

to effectively memorize new vocabulary and easily recall previously learned words. This empowers students to communicate in English and confidently respond to questions posed by their teachers.

3. For The Researcher

Engaging in research on teaching and learning vocabulary with the Memrise application equips researcher with valuable experience and knowledge. The findings can be utilized by future researchers seeking to explore vocabulary instruction using the Memrise application. The researcher's ability to seamlessly incorporate vocabulary instruction and assist students in effective memorization and recall of vocabulary provides valuable insights.
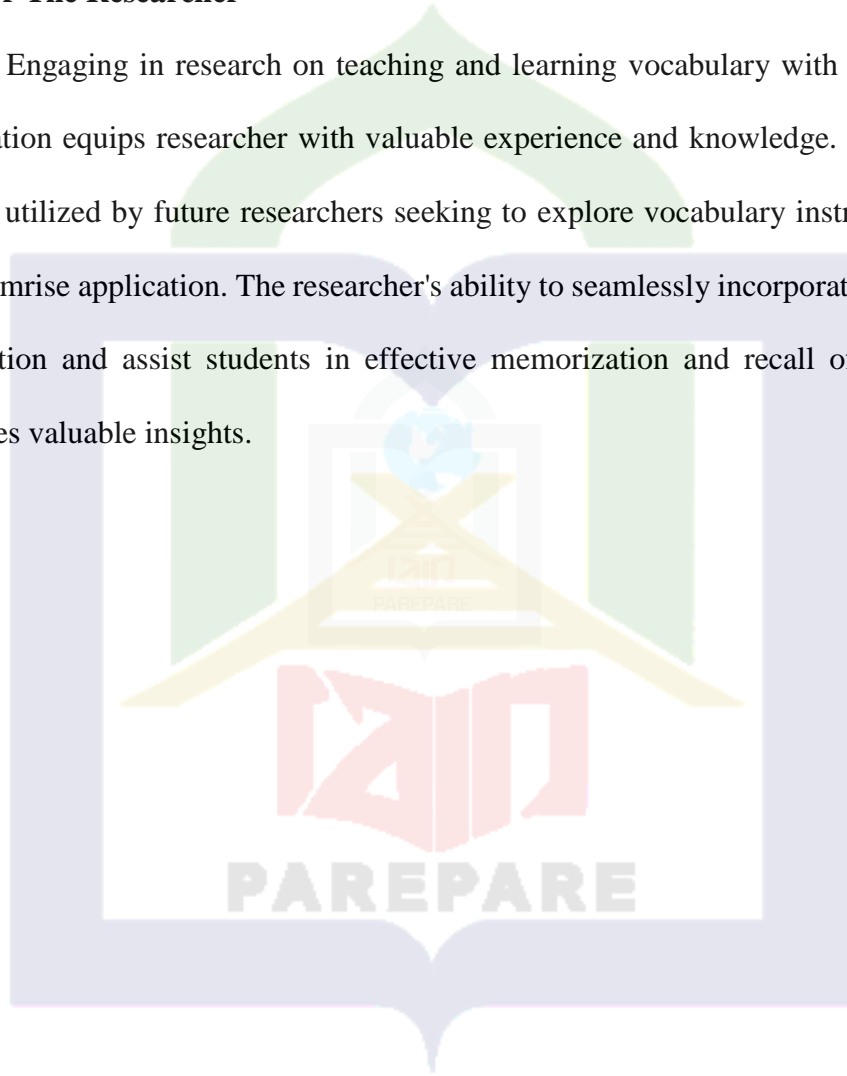
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

Several researchers have conducted research and then published their findings with the aim of improving students' vocabulary. All those conducting the research are:

Robi Faizal Rohim, Rizdki Elang Gumelar, Riandi in their research "The Effect of Memrise Application towards Students' Vocabulary Mastery" concluded that there is significant effect of Memrise application towards student's vocabulary mastery.[2] The research shows the significant impact of the Memrise application on the mastery of vocabulary among eighth-grade students at MTs Mathla'ul Anwar Malingping, Lebak Banten. As a result, their findings validate that the use of the Memrise application in vocabulary education produced a significant and positive impact on the vocabulary mastery of eighth-grade students at MTs Mathla'ul Anwar Malingping, Lebak Banten.

Nirwana in her research "The Use of Memrise Application to Improve Students' Listening Skill" found that the Memrise Application significantly improved students' listening skills between before and after use.[3] In overall, the findings of this study suggest that the implementation of the Memrise Application had a notable impact on enhancing students' listening proficiency, as evidenced by the observed substantial difference between pre- and post-intervention assessments. According to the statement,

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[2] Rohim et al., 'The Effect of Memrise Application Towards Students' Vocabulary Mastery'.
[3] Nirwana, 'The Use of Memrise Application to Improve Students' Listening Skill'.

the utilization of the Memrise Application resulted in an improve of their listening skills. Based on the previous explanation, the researcher arrived at the conclusion that there was an improvement in the listening skill of the students.

Fadhilah Santri's exploration led to the discovery of a thesis entitled "The Effectiveness of the Memrise Application in Enhancing Students' Vocabulary Mastery at the Second Grade of MA DDI Kanang." The findings of this study have shed light on the positive impact of utilizing the Memrise Application as a tool for vocabulary improvement.[4] These results suggest that there was a noticeable enhancement in the students' vocabulary mastery levels. Furthermore, the students' enthusiastic engagement with the Memrise Application during the study was particularly striking. They displayed a high level of interest and motivation when using this digital platform to learn English vocabulary. This enthusiasm is a significant indicator of the Memrise Application's effectiveness in fostering a positive learning experience. The research results strongly suggest that the Memrise Application not only contributes to enhanced vocabulary mastery but also elicits a favourable response from students at the Second Grade of MA DDI Kanang. This underscores the valuable role technology-assisted tools like Memrise can play in language education, making the process more engaging and productive.

Based on the results of previous research that has been referenced, there are fundamental differences between the research currently being carried out and previous

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[4] Santri, 'The Effectiveness of Memrise Application to Upgrade Students' Vocabulary Mastery at the Second Grade of MA DDI Kanang'.

studies. The main difference between the current research and previous research lies in the location where the research was carried out. Previously, previous research was carried out in the Lebak Banten, Bungoro Pangkep and Kanang Polewali Mandar areas, while the current research is focused on the Pinrang area. In addition, there is another significant difference in the selection of features explored in the research. In the previous research, researchers used all the features of Memrise application, while current research focuses exclusively on the "scenarios" feature.

B. Some Pertinent Ideas

1. The Concept of Vocabulary Mastery

The concept of vocabulary consists of definition of vocabulary, types of vocabulary, and the importance of vocabulary.

a. Definition of Vocabulary

As described within the overall context of this research proposal, vocabulary offers a crucial function in the learning of English as a foreign language. Various experts have offered various definitions.

Vocabulary refers to a comprehensive compilation of words that are systematically organized in alphabetical order and employed for the purpose of articulating thoughts and concepts within a certain language. Language contains various factors, including listening, speaking, reading, and writing. The acquisition of vocabulary serves as a fundamental tool for language learners, hence emphasizing its

significance.[5] As claimed by Marioara Pateşan, The term "vocabulary" can be broadly described as encompassing all the lexical units, including individual words and phrases, that facilitate comprehension of meaning in spoken or written language, as well as aid in language production.[6] According to Hornby in his Oxford Advanced Learner's Dictionary, vocabulary is:(1) all words are known and used by one person, (2) all words also belong to a particular language, (3) all words are used by everyone in a particular subject when they speak. (4) list of words based on meaning, including learning foreign languages from books.[7] According to Richards, vocabulary plays a crucial role in language proficiency, serving as a fundamental component that influences learners' speaking, listening, reading, and writing abilities.[8] The initial step in acquiring proficiency in the English language is the acquisition of vocabulary. The acquisition of a rich vocabulary facilitates effective communication and enhances proficiency in the English language, so enabling individuals to optimize their skills across the four important language abilities.

Considering the previously mentioned definition, the researcher concludes that vocabulary is the most important factor we know when learning English. Because with vocabulary, we communicate with others in a foreign language. If we have little vocabulary, it will be difficult to communicate with others and understand what we

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[5] Indriyani and Sugirin, 'The Impact of Vocabulary Learning Strategies on Vocabulary Acquisition to Adult Learners'.

[6] Pateşan et al., 'Vocabulary Acquisition'.

[7] Hornby, *Oxford Advanced Learner ' s Dictionary (Seventh Edition)*.

[8] Richards and Renadya, *Methodology in Language Teaching: An Anthology of Current Practice*.

are reading or listening to. Therefore, vocabulary is most important to communicate with others.

b. Kinds of Vocabulary

Some experts classify vocabulary into two kinds: active and passive vocabulary. According to Harmer, they are:

1) Active vocabulary:

This relates to vocabulary words that students have been instructed on and acquired, which they are anticipated to employ effectively in spoken as well as written communication. The active vocabulary includes terms that individuals employ with confidence and regularity. This means if an individual requests him to create a statement using these or alternative terms, he possesses the ability to fulfill the requirement.

2) Passive vocabulary:

This relates to vocabulary words that students are likely able to understand upon encountering them, but may struggle to articulate or pronounce. Passive vocabulary contains words that individuals possess knowledge of, however infrequently employ in spoken or written communication.[9]

Furthermore, Zunita Mohamad Maskor and Harun Baharudin classify them into two kinds. The vocabulary is:

1) Productive vocabulary

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[9] Harmer, *The Practice of English Language Teaching*.

Productive vocabulary knowledge refers to the understanding and effective usage of words in spoken as well as written language. The concept of productive vocabulary can be understood as an active language process, wherein individuals generate words to effectively communicate their thoughts and emotions in a manner understandable to others.

2) Receptive vocabulary

Receptive vocabulary knowledge is known and understood its meaning by students when reading text or listening to the text. Students know and recognize the meaning of words that caused them to understand the text they have read but not used to speak and write. Students know and recognize the meanings of the words they read in their textbooks, but they do not use them when speaking or writing.[10]

c. Types of Vocabulary

There are four types of vocabulary: "listening," "speaking," "reading," and "writing." The first one forms the spoken language and the last two form the written language. Children spend years acquiring vocabulary for listening and speaking before they begin to build vocabulary for reading and writing. Spoken language is the basis of written language. Each type has a different purpose, and fortunately, vocabulary development of one type facilitates the growth of another type.

1) Speaking Vocabulary

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[10] Maskor and Baharudin, 'Receptive Vocabulary Knowledge or Productive Vocabulary Knowledge in Writing Skill, Which One Important?'

Speaking is considered to be a fundamental ability in the process of acquiring proficiency in the English language. It serves as a means to showcase an individual's language competence, as it encompasses the use and comprehension of various words. The use of additional elements like as facial expressions, intonation, tone, and gestures serves as a constructive manifestation that helps in facilitating comprehension for others. The acquisition of an extensive vocabulary can facilitate effective oral communication.

2) Listening Vocabulary

The concept of listening vocabulary refers to a collection of words that helps in the comprehension of auditory information. These categories of vocabulary pertain to words that are audibly perceptible and comprehensible to individuals. From the prenatal stage, auditory perception becomes discernible as early as the 16th week of gestation. Furthermore, it is worth noting that babies possess the ability to perceive auditory stimuli even during periods of sleep, thereby enabling them to acquire novel vocabulary throughout the course of their lifespan.

3) Writing vocabulary

The vocabulary used for writing comprises a collection of words that can be employed for the purpose of creating texts in writing. In general, individuals possess a significant amount of skill in articulating their thoughts and ideas. The words we are able to spell have a significant impact on our written

vocabulary. The words that can be retracted in written communication to convey our thoughts and emotions. The utilization of facial expressions and intonation as a means to communicate thoughts frequently facilitates the process of spoken explanation.

4) Reading Vocabulary

The reading vocabulary contains the words that are commonly encountered in written texts. The term "vocabulary" pertains to the words that is required for comprehending and interpreting written texts. The comprehension of the reading material is facilitated by the possession of a sufficient vocabulary. However, it is not appropriate to utilize them in colloquial discourse. This vocabulary possesses the second largest amount of words. By engaging in the activity of reading, individuals have the opportunity to enhance and expand their language skills.

d. The Important of Vocabulary

Mastery of a foreign language requires a strong understanding of vocabulary. The use of appropriate vocabulary enables individuals to effectively express their feelings and ideas as well. Whether communicated orally or by in writing. The integration of vocabulary with the four language skills is crucial and cannot be ignored. Students engage in the skills of speaking, listening, reading, and writing. This means in order to achieve proficiency in the four language skills, it is important to first have mastery in vocabulary acquisition.

By speaking, vocabulary serves as a means to articulate and convey our feelings and ideas to others. Understanding the main point becomes difficult when one possesses the ability to compose sentences but lacks familiarity with the vocabulary employed.

When reading, we must have a lot of vocabulary to be able to understand the text. It is difficult to understand from reading text if you do not know the meaning of the vocabulary. When writing, the writer requires a lot of vocabulary to express his points of view. Writers cannot develop their ideas if they have little vocabulary. Thornbury quotes Wilkins as saying that "without grammar little can be conveyed, without vocabulary nothing can be conveyed."[11]

e. Definition Vocabulary Mastery

Vocabulary mastery is the ability of someone to know, understand, and master vocabulary. To enable to effectively learn and use vocabulary, individuals must engage in the process of memorization, possess knowledge of proper pronunciation, and possess an understanding of the associated meanings.

Lewis and Hill claim that the mastery of vocabulary is a crucial aspect for students. Effective communication is not solely dependent on grammar, especially during the initial stages of language learning when students are driven to learn basic vocabulary. Students may encounter challenges in utilizing English if they do not

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[11] Thornbury, *How To Teach Vocabulary*.

possess enough knowledge that is proportionate to the needs of the language. The assessment of mastery of vocabulary can be determined by the criteria of generalization, which involves the ability to provide accurate definitions of words, and application, which entails identifying appropriate contexts for their implementation.[12]

Vocabulary mastery pertains to an individual's word range. The concept of mastery extends beyond mere recognition of the meaning content of certain words. In alternative definitions, a more specific definition of vocabulary mastery can be articulated as the ability to comprehend not only the meaning of a word, but also its form, grammar, collocation, meaning, and word formation.[13]

As previously said by Asyiah, vocabulary is considered a crucial element that significantly impacts individuals' communication. Therefore, it may be inferred that a solid vocabulary plays a crucial role in effective communication.[14] Mastering vocabulary can enhance students' proficiency in the English language, since it enables them to gain a comprehensive understanding of various meanings and terms within the vocabulary. By having a proficient knowledge of vocabulary, particularly in the context of English language, students can effectively and accurately participate in communication.

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[12] Lewis and Hill, *Practical Techniques for Language Teaching*.
[13] Ur, *A Course in Language Teaching: Practice and Theory*.
[14] Asyiah, 'The Vocabulary Teaching and Vocabulary Learning: Perception, Strategies, and Influences on Students' Vocabulary Mastery'.

f. The Indicators of Vocabulary Mastery

The process of mastering vocabulary requires developing knowledge of words first. The learning of vocabulary entails a recurring pattern wherein individuals find new words, engage in initial understanding, and subsequently encounter these words over and over, thereby expanding their understanding of their meaning and contextual use within the target language. Cameron suggested that vocabulary skill contains several components, namely meaning, spelling, pronunciation and grammar.[15]

1) Meaning

As explained by Ur, the process of identifying meaning can be achieved by translation, wherein learners identify words in their native language that convey the same meaning as the object being taught.[16]

2) Spelling

Spelling is the act of forming words correctly from individual letter or the way that a word is spelt.[17]

3) Pronunciation

Pronunciation refers to the manner in which an individual articulates the sounds of a language when saying a word.[18]

4) Grammar

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[15] Cameron, *Teaching Languages to Young Learners*.
[16] Ur, *A Course in Language Teaching: Practice and Theory*.
[17] Hornby, *Oxford Advanced Learner ' s Dictionary (Seventh Edition)*.
[18] Hornby.

Rules in a language for changing the form of words and joining them into sentences.[19]

2. The Concept of Learning Media

a. Definition of Learning Media

Andriani says that the utilization of learning media is an effective means of delivering messages and developing students' engagement and enthusiasm in educational activities, thus facilitating the attainment of learning objectives. The utilization of media in educational settings has the potential to enhance student engagement in learning activities, while also enabling teachers to convey instructional content with greater ease and effectiveness, as opposed to conventional methods of teaching.[20]

Hidayat suggests that learning media can be used as a tool for both teaching and learning. Various resources can be employed to enhance the cognitive, affective, and behavioral aspects of students, therefore promoting an optimal learning experience.[21]

Based on Hasan's statement, learning media refers to all tools utilized as intermediaries or connectors between the information provider, specifically the teacher, and the recipients of information, namely the students. The primary objective of learning media is to stimulate students, fostering motivation and enabling them to actively engage in the learning process in a comprehensive and meaningful manner.[22]

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[19] Hornby.
[20] Andriani et al., 'Teaching Media In EFL Classrooms: What Are They And Why Select Them?'
[21] Hidayat and Firmantika, 'Learning Media in The Perspective of Elementary School/Madrasah Ibtidaiyah Teachers'.
[22] Hasan et al., *Media Pembelajaran*.

Based on the explanation given above, it may be claimed that media includes various instruments, resources, or events employed to facilitate the educational process. The use of media in educational environments is essential, as it enhances student participation and understanding of the course and makes the classroom experience more interesting and accessible. The media plays a significant role in supporting learning activities, particularly by offering students comfort and convenience during the learning process.

b. Types of Learning Media

Teaching media encompasses many methods and assistance employed by educators and learners to achieve certain goals in education. The teaching media can be categorized in various ways. Mahajan categorizes media into seven distinct classifications, which include:

1) Graphic media

Relates to any form of printed media, encompassing a wide range of formats and materials. Various forms of visual media, such as books, photos, photographs, graphs, maps, posters, charts, and diagrams, serve as illustrative tools in educational environments.

2) Display Media

A type of board, such as a whiteboard, bulletin board, plaid board, or peg board, which serves the purpose of presenting information inside a confined group setting.

3) Three-dimensional media

Refers to a type of media that have a shape that extends in three dimensions. Examples of objects commonly used in academic studies include models, items and puppets.

4) Projected media

Refers to a form of media wherein messages are presented through the utilization of a projector. Examples of audiovisual materials commonly used in educational settings include presentation slides, pictures, the video recordings, and records.

5) Audio media

Refers to a form of media that is exclusively auditory in nature, hence limiting its reception to the sense of hearing. Examples of audio playback devices include radio, sound recordings, and records.

6) Video media

Encompasses the integration of auditory and visual components, exemplified by several mediums like televisions, smartphone, CDs, and computers.

7) Activity Media

Refers to various forms of media that are utilized for the purpose of facilitating specified activities. Examples of educational activities include educational trips, dramatizations, presentations, and role-playing.[23]

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[23] Mahajan, 'Multimedia in Teacher Education: Perceptions & Uses'.

The impact of media and technology on education is essential. Technology advancements like smartphones, computers, and the internet have influenced the current learning process. The use of technology in every aspect of education serves as a facilitator, enabling the organization and provision of instructional materials to students. Additionally, technology allows for seamless interaction between students and parents, transcending the constraints of time and location. In the context of this research, technology refers to an application that serves as a medium for English language learning. The application being referred to is the Memrise App, which is a language learning platform that is available at no cost to users. The categories of the Memrise Application utilized in this study are classified as Video Media.

3. **The Concept of Memrise Application**

a. **Definition of Memrise Application**

Rohim et al., claim that Memrise is an interesting method for instructing and acquiring vocabulary because to its ability to stimulate students' motivation in the process of learning the English language. The utilization of the Memrise application as an educational tool causes improved student engagement and enthusiasm towards learning endeavours. Educators possess the ability to enhance student engagement and establish an elevated level of enthusiasm towards educational activities.[24]

As stated by Mardiah, this application offers many of entertaining and innovative methods to facilitate users' mastery of vocabulary, therefore enhancing their ability to retain and recall each vocabulary item easily. The selection of this application

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[24] Rohim et al., 'The Effect of Memrise Application Towards Students' Vocabulary Mastery'.

was based on two primary factors. Firstly, this platform offers a wide array of subjects and courses aimed at enhancing students' vocabulary skills. Secondly, it should be noted that the mobile version of Memrise is available to users at no cost. This version is a mobile application of the well-known Memrise web tool.[25]

b. **Features of Memrise Application**

Memrise is a language learning app that utilises gamification, which has attracted attention due to its creative approach. The various features of this application provide an immersive and efficient method for developing skill in the desired language. The following are the three main features of Memrise:

1) Scenarios Feature

The scenarios feature of Memrise enables users to improve their ability in the target language by immersing themselves in relevant real-life situations. The scenario feature contains interactive stories that users can utilise to enhance their vocabulary in the target language. The stories are designed to be enjoyable and engaging, and can facilitate users learning new vocabulary and grammar in a more memorable way compared to traditional methods.

2) Videos Feature

The addition of the videos function in Memrise helps users to develop ability in the desired language by watching educational videos. This feature includes different types of videos, including lesson videos, cultural videos, and dialog

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[25] Mardiah et al., 'The Use of Memrise Application in Teaching Speaking Skill: A Case Study Of 7th Grade Students of SMPN 1 Mandalawangi'.

videos. Lesson videos provide instruction on specific language topics, such as grammar or vocabulary. Cultural videos provide insight into the culture of the target country. Dialogue videos feature conversations between native speakers of the target language.

3) Conversations Feature

The conversations feature of Memrise helps users to engage in target language conversations with native speakers, therefore facilitating language practice. This feature uses artificial intelligence (AI) technology to match users with native speakers who match their language level. Conversations can be an effective way to improve conversational skills in the target language. This feature allows users to practice speaking and listening to the target language in a real-world context.

This research focuses on optimising the use of the "scenarios" feature, which matches the research's requirements among the mentioned features. This research is mainly focused on the development of vocabulary acquisition, with an emphasis on using its features to improve the ability to understand and use vocabulary in various situational contexts.

c. **Definition of Scenarios Feature**

Gabriel Wyner explains that the use of the "scenarios" feature in Memrise enhances the enjoyment and engagement in the process of learning a language. In this context, users are not only driven to investigate the problems offered, but they are also subjected to a point collection system that encourages a sense of competition. This

method serves to maintain users' motivation, synchronize learning with the aspect of gaming, and enhance their level of involvement in a favorable manner. This feature efficiently generates a scattered arrangement of recurrence, enabling users to iterate and enhance their understanding of new information. Therefore, users are not only motivated to acquire knowledge, but also to gain experience understanding of the benefits of regular practice in improving memory and mastery in the vocabulary and grammar being acquired.[26]

Krashen says that visualization can significantly aid in the retention of new information. Within the context of a language learning application such as Memrise, the addition of the "scenarios" feature proves to be a highly efficient method of implementing this idea. Users are regularly presented with visual elements, such as photos or videos, that effectively aid in the process of understanding new words and phrases. This technique not just provides information, but also helps users systematically create strong mental images, facilitating better retention and deeper understanding of the learning content.[27]

d. The Procedures of Using Memrise Application

The initial procedures for begin using of the Memrise Application are as follows:

1) In order to access Memrise, students are required to visit the website www.memrise.com or download the Memrise application on their smartphones.

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[26] Wyner, 'Fluent Forever: How to Learn Any Language Fast and Never Forget It'.
[27] Cho and Krashen, 'PLEASURE READING IN A FOREIGN LANGUAGE AND COMPETENCE IN SPEAKING, LISTENING, READING AND WRITING'.

Picture 2.1 Memrise Login

2) The next procedure involves students establishing a Memrise account by means

of logging in with either their Google or Facebook account.
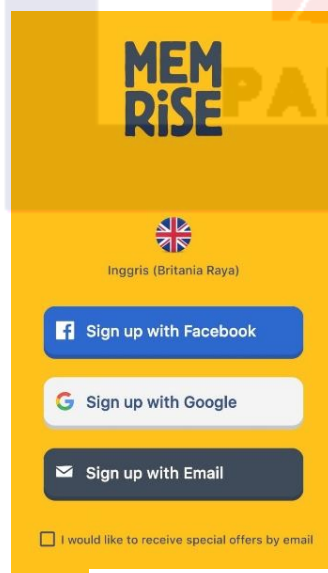
Picture 2. 1 Memrise Login

Picture 2.2 Memrise Login

3) After their account becomes available, students are able to log in. select the scenarios feature on the Memrise home screen. Students can initiate their usage of the Memrise Application by selecting one of the pre-existing courses that have been uploaded by users of the Memrise platform.
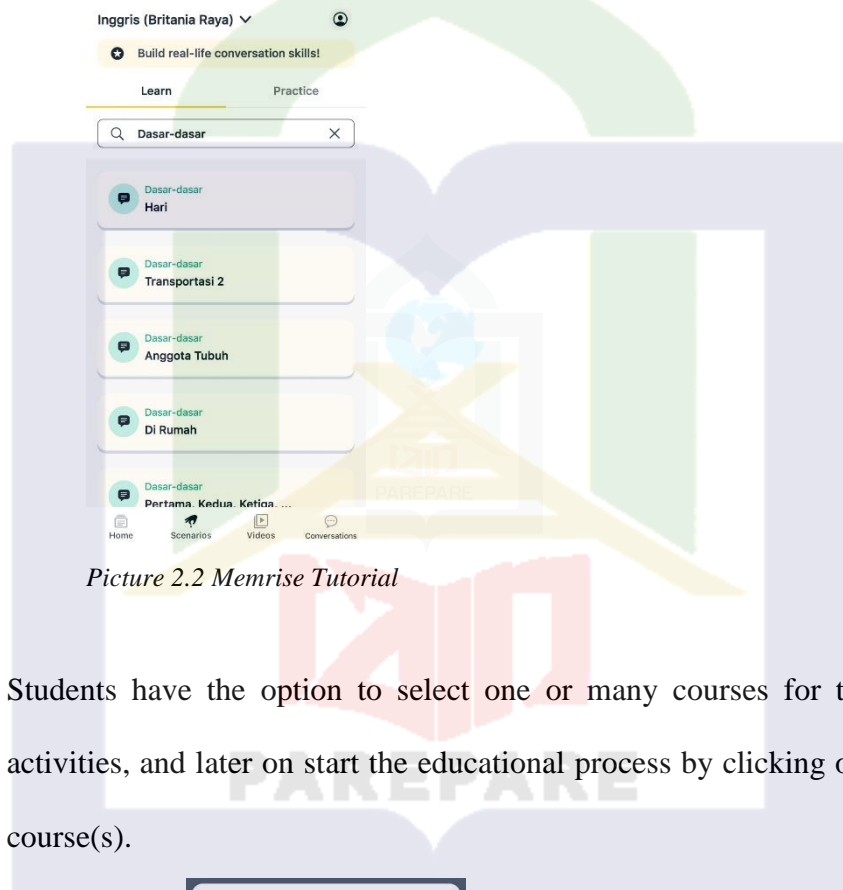
Picture 2.2 Memrise Tutorial

4) Students have the option to select one or many courses for their learning activities, and later on start the educational process by clicking on the chosen course(s).
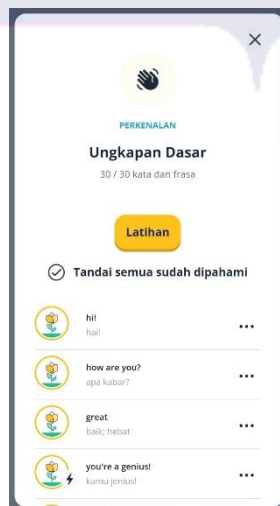
Picture 2.4 Memrise Tutorial

There is a wide selection of more than 200 language courses available for selection. To search for a course, click to the "learn" section and proceed to select the sorting option based on language or popularity. Another option available is to perform a keyword search. Please click the "start learning" button once you found your chosen course.

C. The Conceptual Framework

The conceptual framework underlying this research is given in the following diagrams:

INPUT	⇒	PROCESS	⇒	OUTPUT

⇓ ⇓ ⇓

Material of vocabulary	Teaching and learning through Memrise application	Students' vocabulary mastery
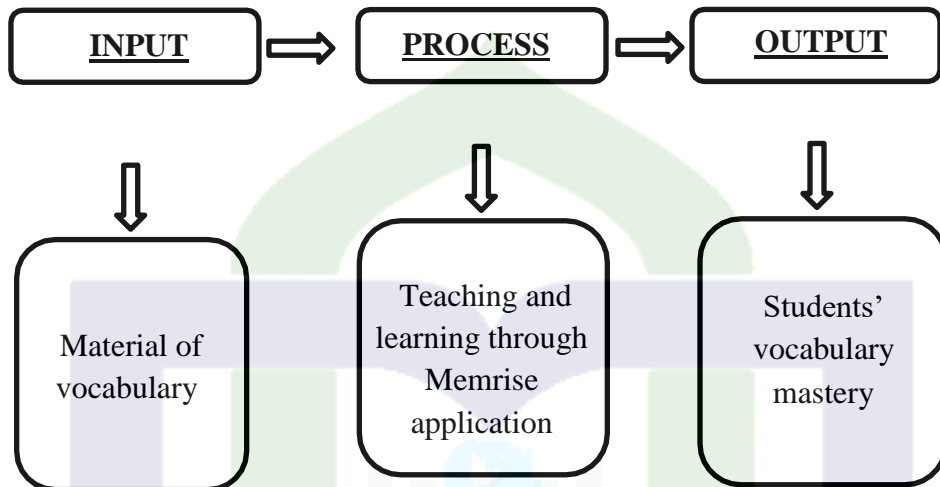
Note:

1. Input: This pertains to the utilization of vocabulary materials by the researcher within the classroom setting.

2. Process: This denotes the teaching and learning of vocabulary materials using the Memrise application.

3. Output: This signifies the improvement of students' vocabulary following their learning experience with the Memrise application.

D. Hypothesis

A hypothesis is a provisional outcome of research that has not been perfected, thus necessitating refinement to substantiate the validity of the hypothesis via further investigation.[28]

Based on the conceptual framework above, the researcher formulates hypothesis as follow:

H0: There is no significant difference between the students' vocabulary mastery before and after using the Memrise application at MTs DDI Ujung.

H1: There is a significant difference between the students' vocabulary mastery before and after using the Memrise application at MTs DDI Ujung.

E. Variable and Operational Definition

1. Variable

A variable is something that becomes the object of research from the core of the research problem.[29] This research contains two variables, which is the independent variable indicated as x, and the dependent variable indicated as y.

a. Independent variable (x)

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[28] Rukminingsih et al., *Metode Penelitian Pendidikan. Penelitian Kuantitatif, Penelitian Kualitatif, Penelitian Tindakan Kelas*.

[29] Hardani, *Metode Penelitian Kualitatif & Kuantitatif*.

The independent variable is what the experimenter expects to influence another variable.[30] The independent variable of this study is the use of the Memrise application to learn English.

b. Dependent variable (y)

The dependent variable is the variable that is impacted or affected by changes in the independent variable. The variable under research in this study is the level of vocabulary mastery among students at MTs DDI Ujung.

2. Operational Definition

a. Memrise are application that can be used the teacher to enhance the students' vocabulary. With Memrise, the students memorized the words or vocabulary easily with spaced repetition method and game features to help users remember words and phrases more effectively. Memrise helped the students to remember words or vocabulary that they got in their learning.

b. The student's ability to master vocabulary is the ability to remember, identify vocabulary and know the meaning of words such as pronouns, shape, size... and students recognize vocabulary. Students also use and apply vocabulary to communicate with others.

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[30] Hasan et al., *Media Pembelajaran*.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

For this research, the researcher employed a pre-experimental research method involving a single-group pre-test and post-test design. The objective was to examine the effectiveness of teaching English vocabulary using the Memrise application among the students of MTs DDI Ujung.

The design was presented as follow:

$$E = O1 \ X \ O2$$

Note:

E : Experimental Group

O1 : Pre-test

X : Treatment

O2 : Post-test[31]

B. Location and Duration of the Research

The location of the research took place at MTs DDI Ujung. The researcher used quantitative research methods that involved several rounds of data collection and analysis. Therefore, the researcher allocated one month to collecting the data.

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[31] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*.

C. Population and Sample

1. Population

The population consists of all items that are the subject of research or observations and share the same characteristics.[32] The population of this study was the students of MTs DDI Ujung. There were three classes with a total of 90 students.

Tabel 3. 1 The Total Students of MTs DDI Ujung

NO	Class	Number of students
1	VII	32
2	VIII	26
3	IX	32
The total of students		90

(Sources: Data EMIS MTs DDI Ujung Tahun ajaran 2023/2024)

2. Sample

In this research, the researcher used purposive sampling technique. According to Sugiyono in his book, purposive sampling technique is a sampling technique based on data sources with certain considerations.[33] Therefore, using the technique of purposive sampling was seen as more suitable by the researcher, simply because it enabled the inclusion of specific criteria necessary for addressing research concerns

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[32] Nuryadi et al., *Dasar-Dasar Statistik Penelitian*.
[33] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*.

and obtaining more representative data. The researcher needed the class VII sample from MTs DDI Ujung because they were still in the process of learning Basic English at MTs DDI Ujung. Consequently, the researcher used the VII class with 26 students as the sample.

D. The Instrument of the Research

The research instrument employed in this research was facilitation, which provided a means to support the collection of data. The researcher used a vocabulary assessment as a gauge. The vocabulary assessment that was used was in the form of multiple choice, spell and pronounce the picture, and translate the expressions. The testing session was given for both the pre-test and the post-test. The purpose of the pre-test was to evaluate the students' level of vocabulary proficiency prior to using the Memrise application, while the post-test aimed to gauge the extent of progress in vocabulary mastery following the use of the Memrise application.

E. Procedure of Collection Data

In collecting of data, the researcher divided in three stages, they are:

1. Pre-test

Before the researcher gave the treatment using the Memrise application, the researcher had administered a pre-test to determine the students' vocabulary level before the treatment. After administering the pre-test, the researcher assessed the students' work to identify areas in which they lacked mastery of vocabulary. Subsequently, the researcher provided the treatment by using the Memrise application to improve their vocabulary.

2. **Treatment**

After completing the pre-test, the researcher administered the treatment to the students in the classroom over the course of several meetings. The researcher applied the process to each activity. The treatment was based on the following procedure:

a. The First Meeting

The researcher presented an introduction to the students, providing interest to them before delivering the classroom topics. The Memrise application was introduced, and the researcher requested that the students use their smartphones, tablets, or laptops to install the Memrise application. The researcher operated in the utilization and control of the application. Next, the researcher provided the students with an opportunity to ask for more information by asking questions in the event that they remained uncertain about the use of Memrise. The researcher requested that the students sign up for the Memrise application using their own accounts. The students engaged in the use of the Memrise application at level 1, focusing on the topic of "Introduction." This process followed established standard procedures related to the application. The activities involved how students interacted with vocabulary and English sentences, encompassing tasks such as word understanding, hearing understanding of vocabulary, word rewriting, completion of multiple-choice assessments, typing exercises, and pronunciation evaluations. Upon the completion of level 1, students were required to demonstrate their knowledge by recalling and writing 5-10 vocabulary words along with their corresponding definitions, which had been recently acquired through the use of the Memrise application. The researcher then concluded the class.

b. The Second Meeting

The researcher presented an introduction to the students, providing interest to them before delivering the classroom topics. After that, students moved on to participate in the Memrise level. The students engaged in the use of the Memrise application, specifically at level 2, focusing on the topic of "Expression." This process followed established standard procedures related to the application. The activities involved how students interacted with vocabulary and English sentences, encompassing tasks such as word understanding, hearing understanding of vocabulary, word rewriting, completion of multiple-choice assessments, typing exercises, and pronunciation evaluations. Upon the completion of level 2, students were required to demonstrate their knowledge by recalling and writing 5-10 vocabulary words along with their corresponding definitions, which had been recently acquired through the use of the Memrise application. The researcher then concluded the class.

c. The Third Meeting

The researcher presented an introduction to the students, providing interest to them before delivering the classroom topics. After that, students moved on to take part in the Memrise level. The students engaged in the use of the Memrise application, specifically at level 3, focusing on the topic of "School." This process followed established standard procedures related to the application. The activities involved how students interacted with vocabulary and English sentences, encompassing tasks such as word understanding, hearing understanding of vocabulary, word rewriting, completion of multiple-choice assessments, typing exercises, and pronunciation

evaluations. Upon the completion of level 3, students were required to demonstrate their knowledge by recalling and writing 5-10 vocabulary words along with their corresponding definitions, which had been recently acquired through the use of the Memrise application. The researcher then concluded the class.

d. The Fourth Meeting

The researcher presented an introduction to the students, providing interest to them before delivering the classroom topics. After that, students moved on to participate in the Memrise level. The students engaged in the use of the Memrise application, specifically at level 4, focusing on the topic of "Colors." This process followed established standard procedures related to the application. The activities involved how students interacted with vocabulary and English sentences, encompassing tasks such as word understanding, hearing understanding of vocabulary, word rewriting, completion of multiple-choice assessments, typing exercises, and pronunciation evaluations. Upon the completion of level 4, students were required to demonstrate their knowledge by recalling and writing 5-10 vocabulary words along with their corresponding definitions, which had been recently acquired through the use of the Memrise application. The researcher then concluded the class.

e. The Fifth Meeting

The researcher presented an introduction to the students, providing interest to them before delivering the classroom topics. After that, students moved on to participate in the Memrise level. The students engaged in the use of the Memrise application, specifically at level 5, focusing on the topic of "Days and Months." This

process followed established standard procedures related to the application. The activities involved how students interacted with vocabulary and English sentences, encompassing tasks such as word understanding, hearing understanding of vocabulary, word rewriting, completion of multiple-choice assessments, typing exercises, and pronunciation evaluations. Upon the completion of level 5, students were required to demonstrate their knowledge by recalling and writing 5-10 vocabulary words along with their corresponding definitions, which had been recently acquired through the use of the Memrise application. The researcher then concluded the class.

f. The Six Meeting

The researcher presented an introduction to the students, providing interest to them before delivering the classroom topics. After that, students moved on to participate in the Memrise level. The students engaged in the use of the Memrise application, specifically at level 6, focusing on the topic of "Family." This process followed established standard procedures related to the application. The activities involved how students interacted with vocabulary and English sentences, encompassing tasks such as word understanding, hearing understanding of vocabulary, word rewriting, completion of multiple-choice assessments, typing exercises, and pronunciation evaluations. Upon the completion of level 6, students were required to demonstrate their knowledge by recalling and writing 5-10 vocabulary words along with their corresponding definitions, which had been recently acquired through the use of the Memrise application. The researcher then concluded the class.

3. Post-test

After administering the treatment, the researcher administered a post-test to the students to assess the results of the treatment and measured the students' vocabulary mastery achieved through the Memrise application.

F. Technique of Data Analysis

In this research, the researcher employed quantitative data analysis techniques. The researcher utilized a number of steps in the following way:

1. Classifying the score of students by using following scale:

Tabel 3. 2 Classifying the score

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

Sources: (Dirjen Pendidikan Dasar dan Menengah)[34]

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[34] Kementerian Pendidikan Dan Kebudayaan, 'Panduan Penilaian Oleh Pendidik Dan Satuan Pendidikan Sekolah Menengah Pertama'.

2. **Scoring the students' answer**

　　To calculate the scores of the students' pre-test and post-test responses, the following formula is utilized:[35]

$$Score = \frac{Student's\ Score}{Total\ number\ of\ items} \times 100$$

3. **Finding out the mean score use the following formula:**

$$X = \frac{\sum X}{n}$$

Where :

X　　　　　: Mean

$\sum X$　　　: Total Score

n　　　　　: The total number of students[36]

4. **Calculating of standard deviation of students' pre-test and post-test scores by following formula:**

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

Where:

SD　　　: The Standard Deviation

SS　　　: The Square Root of the Sum of Square

$\sum x^2$　　: The Sum of Square

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[35] Arofah, *Metode Statistika*.

[36] Nuryadi et al., *Dasar-Dasar Statistik Penelitian*.

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

N   : Total number of Sum[37]

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

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

Where:

T   = test of significance

D   = the mean score of difference (X1-X2)

$\sum D$ = the sum of the total score

$\sum D2$ = the square of the sum score of difference

N   = the total sample[38]

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[37] Arofah, *Metode Statistika*.
[38] Arofah.

FINDINGS AND DISCUSSION

This chapter focuses on the results collected, the analysis of the data, and following discussion. The data yielded findings, which were then explained through the utilization of data analysis techniques and discussed in detail.

A. Findings

The result of this research is the categorization of students' pre-test and post-test. The aim of this study was to identify the answer to the research question. The researcher offered two testing, namely a pre-test and a post-test. A pre-test was administered prior to the treatment in order to assess the students' vocabulary, followed by a post-test to evaluate their vocabulary after completing the treatment. The post-test results were used to decide if using Memrise improved student vocabulary mastery at Mts DDI Ujung.

1. Findings Through the Test

a. Students' vocabulary mastery score of the pre-test

Just before offering the treatment, the researcher conducted a pre-test to assess the students' level of vocabulary mastery at MTs DDI Ujung. This was carried out before they received the treatment using Memrise. In this research, the researcher administered six rounds of the treatment. The pre-test results of the students were collected.

Tabel 4. 1 The Students' vocabulary mastery score of the pre-test

No	Pre-test of Students (X1)		X1²
	Max Score X	Score X1	
1	100	55	3025
2	100	64	4096
3	100	30	900
4	100	66	4356
5	100	60	3600
6	100	79	6241
7	100	62	3844
8	100	50	2500
9	100	64	4096
10	100	60	3600
11	100	49	2401
12	100	70	4900
13	100	74	5476
14	100	49	2401
15	100	76	5776
16	100	50	2500
17	100	57	3249
18	100	64	4096

No	Pre-test of Students (X1)		$X1^2$
	Max Score X	Score X1	
19	100	39	1521
20	100	54	2916
21	100	59	3481
22	100	36	1296
23	100	63	3969
24	100	61	3721
25	100	74	5476
26	100	53	2809
		$\sum X = 1518$	$\sum X^2 = 92246$

(Source : the result of the pre-test of the students' MTs DDI Ujung)

At first, the researcher calculated the mean score of the pre-test:

$$X = \frac{\sum X}{n}$$

$$X = \frac{1518}{26}$$

$$X = 58.38$$

So, the mean score of pre-test is 58.38.

According to the pre-test results, the data indicates that the mean score of the pre-test is 58.38. Based on that analysis. It had shown that the students' vocabulary in pre-test was low.

Next, the researcher calculated the standard deviation of the pre-test:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{n-1}}$$

$$SD = \sqrt{\frac{92246 - \frac{(1518)^2}{26}}{26-1}}$$

$$SD = \sqrt{\frac{92246 - \frac{2304324}{26}}{25}}$$

$$SD = \sqrt{\frac{92246 - 88627,84}{25}}$$

$$SD = \sqrt{\frac{3618,16}{25}}$$

$$SD = \sqrt{144,72}$$

$$SD = 12.03$$

So, the standard deviation of pre-test is 12.03.

The calculated mean value (X1) of the pre-test is 58.38, while the standard deviation (SD) is 12.03, Based on the analysis, it is evident that the majority of students' vocabulary was still low.

b. Students' vocabulary mastery score of the post-test

The researcher offered a post-test to evaluate the students' level of vocabulary proficiency after receiving treatment for six treatment sessions. The subjects had the ability to memorize the vocabulary provided by the researcher, along with the correct answers. The students post-test provided a result:

Tabel 4. 2 The Students' vocabulary mastery score of the post-test

No	Post-test of Students (X2)		$X2^2$
	Max Score X	**Score X2**	
1	100	85	7225
2	100	96	9216
3	100	72	5184
4	100	80	6400
5	100	81	6561
6	100	91	8281
7	100	85	7225
8	100	79	6241
9	100	88	7744
10	100	89	7921
11	100	91	8281
12	100	96	9216
13	100	91	8281
14	100	91	8281
15	100	92	8464
16	100	96	9216
17	100	79	6241

No	Post-test of Students (X2)		X2²
	Max Score X	Score X2	
18	100	100	10000
19	100	87	7569
20	100	91	8281
21	100	79	6241
22	100	83	6889
23	100	87	7569
24	100	100	10000
25	100	93	8649
26	100	95	9025
		$\sum X = 2297$	$\sum X^2 = 204201$

(Source : the result of the post-test of the students' MTs DDI Ujung)

At first, the researcher calculated the mean score of the post-test:

$X = \dfrac{\sum X}{n}$

$X = \dfrac{2297}{26}$

$X = 88,34$

So, The mean score of post-test is 88,34.

According to the post-test results, the data indicates that the mean score of the post-test is 88.34. It described that the quality of the students' vocabulary mastery was good.

Next, the researcher calculated the standard deviation of the post-test:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{n-1}}$$

$$SD = \sqrt{\frac{204201 - \frac{(2297)^2}{26}}{26-1}}$$

$$SD = \sqrt{\frac{204201 - \frac{5276209}{26}}{25}}$$

$$SD = \sqrt{\frac{204201 - 202931,11}{25}}$$

$$SD = \sqrt{\frac{1269,89}{25}}$$

$$SD = \sqrt{50,79}$$

$$SD = 7,12$$

So, the standard deviation of pre-test is 7,12.

The calculated mean value (X2) of the pre-test is 88.34, while the standard deviation (SD) is 7.12, Based on the analysis, it is evident that the majority of students' vocabulary got an improvement after getting treatment by using Memrise.

c. The overall result of pre-test and post-test

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 4.5 below:

Tabel 4. 3 The Mean Score and Standard Deviation of the Pre-test and Post-test

Test	Mean Score	Standard Deviation
Pre-test	58.38	12.03
Post-test	88,34	7.12

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

According to the information presented in table 4.3, the mean result of the pre-test was 58.38, while the mean result of the post-test improved to 88.34. The pre-test had a standard deviation of 12.03, but the post-test had a standard deviation of 7.12.

The post-test mean score above the pre-test mean score. It indicates that the ability of students in vocabulary improved following the implementation of the Memrise.

d. T-test value

The test was used to ensure that students got an improvement after giving treatment. The following was the table to find out the difference of the mean score between pre-test and post-test.

Tabel 4. 4 The Worksheet of Calculating of the Score Pre-Test and Post-Test

NO	Pre-test	Post-test	D	D^2
1	55	85	30	900
2	64	96	32	1024
3	30	72	42	1764
4	66	80	14	196
5	60	81	21	441
6	79	91	12	144
7	62	85	23	529
8	50	79	29	841
9	64	88	24	576
10	60	89	29	841
11	49	91	42	1764
12	70	96	26	676

NO	Pre-test	Post-test	D	D^2
13	74	91	17	289
14	49	91	42	1764
15	76	92	16	256
16	50	96	46	2116
17	57	79	22	484
18	64	100	36	1296
19	39	87	48	2304
20	54	91	37	1369
21	59	79	20	400
22	36	83	47	2209
23	63	87	24	576
24	61	100	39	1521
25	74	93	19	361

NO	Pre-test	Post-test	D	D²
26	53	95	42	1764
Total	1518	2297	779	26405

(Data Source : The Calculation of the Score on Pre-test and Post-test)

The following are the process of calculation to find out the t-test of the table 4.4:

To find out D used the formula as follow:

$$D = \frac{(\sum D)}{N}$$

$$D = \frac{779}{26}$$

$$D = 29,96$$

The calculating of the t-test value as follow:

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

$$t = \frac{29,96}{\sqrt{\dfrac{26405 - \dfrac{(779)^2}{26}}{26(26-1)}}}$$

$$t = \frac{29,96}{\sqrt{\dfrac{26405 - \dfrac{606841}{26}}{26(25)}}}$$

$$t= \frac{29,96}{\sqrt{\dfrac{26405 - 23340,04}{650}}}$$

$$t= \frac{29,96}{\sqrt{\dfrac{3064,962}{650}}}$$

$$t= \frac{29,96}{\sqrt{4,715325}}$$

$$t= \frac{29,96}{2,17148}$$

t= 13,798

Thus, the t-test value is 13,798.

The researcher used a T-test to find out if there was a significant difference between the mean scores of the pre-test and post-test. The T-test got a t-value of 13,798. The researcher used the following formula to determine the degree of freedom (df):

df = N-1

df = 26-1

df = 25

So, the degree of freedom (df) is 25 then the value of the table = 1.708.

Tabel 4. 5 T-test and T-table

Variable	T-test	T-table value
Pre-test and post-test	13,798	1,708

(Data' Source : T-test and T-table)

The table above illustrates the values of the T-test and T-table. The T-test value was obtained from the significant test of the pre-test and post-test (13,798), while the T-table value was derived from the t-Table distribution based on the total sample size of this research. There were 26 students, resulting in a T-table value of 1,708. This means that the value of the T-test is higher than the value in the T-table.

With a significance level ($\alpha = 0.05$) and degrees of freedom (df) equal to 25, the T-table from the table is 1,708. The calculated value of the T-test was more than the T-table value (13.798 > 1,708), indicating a significant improvement in students' vocabulary mastery following the treatment. Therefore, the null hypothesis (H0) is rejected and the alternative hypothesis (Hi) is accepted. Research has revealed that the use of Memrise has led to an improvement in students' vocabulary mastery.

B. Discussion

According to the pre-test results, the data indicates that the mean score of the pre-test is 58.38. Based on that analysis. It had shown that the students' vocabulary in pre-test was low.

Therefore, the average score of students' prior vocabulary after using Memrise. The total score in post-test was 2297. It described that the quality of the students' vocabulary mastery was good. They got an improvement after getting treatment by using Memrise. The mean score of the post-test was found to be 88,34. Based on the analysis, it is evident that the majority of students' vocabulary got an improvement after getting treatment by using Memrise.

The improvement in vocabulary mastery of students who have used the Memrise application is significant. After engaging in an educational program provided by this application, students can regularly improve their mastery in vocabulary. By using an interactive methodology and integrating technology into the learning environment, students have the opportunity to delve more deeply into a wide range of words and phrases, improve their memory abilities, and ultimately grow their vocabulary. The test results show that students using the Memrise program regularly improve their vocabulary mastery, therefore supporting the usefulness of this learning approach in improving vocabulary mastery.

With a significance level ($\alpha = 0.05$) and degrees of freedom (df) equal to 25, the T-table from the table is 1,708. The calculated value of the T-test was more than the T-table value ($13.798 > 1,708$), indicating a significant improvement in students' vocabulary mastery following the treatment. Therefore, the null hypothesis (H0) was disproven and the alternative hypothesis (Hi) was validated. Research has revealed that the use of Memrise has led to an improvement in students' vocabulary mastery.

The using of Memrise is one of interesting ways in teaching and learning vocabulary because it could motivate the students in learning English. It is supported by Robi Faizal Rohim, Rizdki Elang Gumelar and Riandi. They have done a research by using Memrise application. It proved that the utilization of the Memrise application

in vocabulary instruction had a significant and positive effect on the vocabulary mastery.[39]

Furthermore, the students' enthusiastic engagement with the Memrise Application during the study was particularly striking. They displayed a high level of interest and motivation when using this digital platform to learn English vocabulary. This enthusiasm is a significant indicator of the Memrise Application's effectiveness in fostering a positive learning experience. It could be seen from the researcher by Fadhilah Santri.[40] She he research results strongly suggest that the Memrise Application not only contributes to enhanced vocabulary mastery but also elicits a favourable response from students.

Memrise app is not only known as an effective and efficient foreign language learning media, but it has also proven to be able to change the learning paradigm by presenting stunning innovations. The spaced repetition method utilized by Memrise is not just a theory; it is a powerful tool in improving information retention in long-term memory. Users of the app are consistently exposed to learning materials with intelligently designed repetition patterns, ensuring that every concept or vocabulary is deeply embedded.

The advantages of Memrise do not stop at the method alone, but also lie in the advanced features embedded in the app. From interactive learning experiences,

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[39] Rohim et al., 'The Effect of Memrise Application Towards Students' Vocabulary Mastery'.
[40] Santri, 'The Effectiveness of Memrise Application to Upgrade Students' Vocabulary Mastery at the Second Grade of MA DDI Kanang'.

challenging quiz tests, to engaging visual elements, Memrise not only teaches languages, but also creates an exciting learning atmosphere. By aligning learning with user needs and preferences, Memrise manages to turn foreign language learning into an exciting adventure, making every stage of learning an unforgettable experience. With a combination of proven methods and innovative features, Memrise remains the top choice for those looking for effective and fun language learning.[41]

Upon implementing the Memrise in the classroom for teaching vocabulary, the researcher noticed that some students displayed an obvious interest in taking the vocabulary test. The validity of this claim can be confirmed by the examination and analysis of the data. Upon doing calculations and analysis of the data, the researcher concluded that the results indicated that the Memrise application has the ability to enhance students' vocabulary mastery. The result can be seen through an improved of students achievement on the vocabulary test. As an illustration, the students find it easier to remember the vocabulary, which in turn makes studying English enjoyable and entertaining. Additionally, the use of Memrise in the process of learning motivates students to actively engage in study.

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[41] Taebenu and Katemba, 'VOCABULARY ENHANCEMENT THROUGH MEMRISE AND GOOGLE CLASSROOM'.

CHAPTER V

CLOSING

This chapter contains two sections, namely the conclusion and the suggestions derived from the research on improving vocabulary mastery through the use of the Memrise application at MTs DDI Ujung.

A. Conclusion

Based on the finding and discussion, the researcher concluded that using of Memrise application significantly improved the students' vocabulary mastery at MTs DDI Ujung. Before the use of the Memrise application, students' vocabulary mastery was poor. After the use of the Memrise application, students identified a significant improvement in their vocabulary mastery because of its built-in features. Therefore, it can be assumed that the use of the Memrise application in the classroom shows two advantages: improved student learning outcomes and increased student engagement in the learning process.

B. Suggestion

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

1. For the teacher: the teacher need to be more creative and innovative in teaching English to manage the use of media, method, and technique. The teacher also has a good feedback to the students, it made them not to bored and would be active in learning process. Expect gave motivations, the teacher must be given the students more attention and leveling students.

2. For the students: the students was more active in learning process and not afraid to make a mistake in English vocabulary. The students also was more practice the vocabulary in daily life and the vocabulary can be used in learning process, in class, also could communication with their friends, or their teacher.

3. For the next researcher: the researcher suggested to the other researcher to conduct a further research about the important of Memrise. The last, the researcher hoped that result of this research can be used as a additional references for the other researcher.
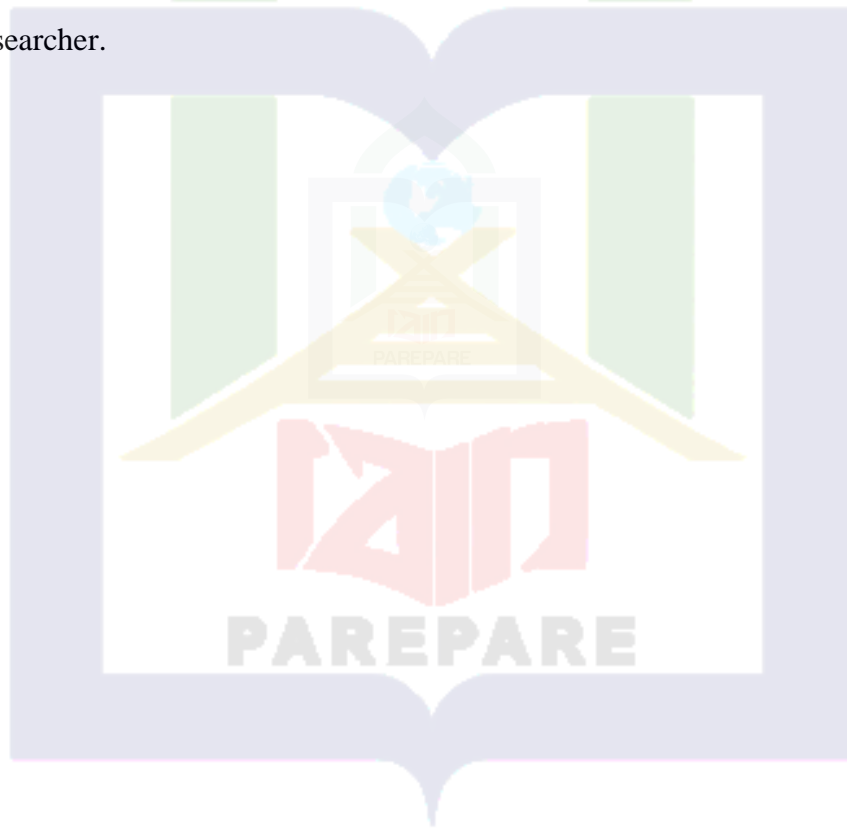
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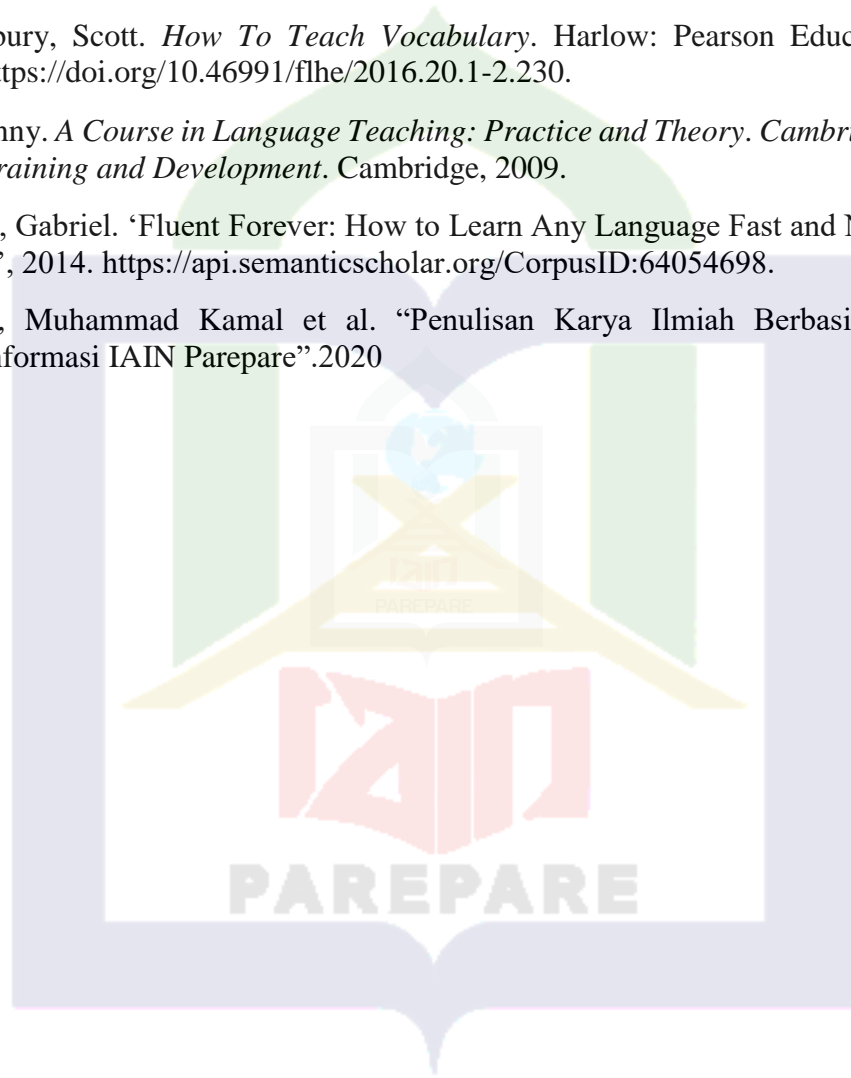
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APPENDICES

Appendix 1. Instrument of Pre-Test and Post-Test

<table>
<tr>
<td rowspan="2"></td>
<td>KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Jl. Amal Bakti No. 8 Soreang 91131 Telp. (0421) 21307</td>
</tr>
<tr>
<td>VALIDASI INSTRUMEN PENELITIAN
PENULISAN PROPOSAL SKRIPSI</td>
</tr>
</table>

NAMA MAHASISWA   : REYNANDI SALNIAWAN

NIM   : 2020203888203027

FAKULTAS   : TARBIYAH

PRODI   : ENGLISH EDUCATION

JUDUL   : THE USE OF MEMRISE APPLICATION IN IMPROVING STUDENTS' VOCABULARY MASTERY AT MTS DDI UJUNG

Instrument of the Pre-test

A. Choose the correct a, b, c or d to answer the question below by giving mark (X)!

1. Choose the synonym for "mechanic":

  a) electrician

  b) technician

  c) biologist

  d) astronomer

2. Identify the antonym for "excited":

  a) Bored

  b) Thrilled

c) Calm

d) Indifferent

3. Choose the correct occupation for someone who designs buildings:

a) Chef

b) Architect

c) Pilot

d) Mechanic

4. What is the English word for "kucing"?

a) Dog

b) Cat

c) Bird

d) Fish

5. What does "jendela" mean in English?

a) Guitar

b) Book

c) Window

d) Clock

6. How do you say "meja" in English?

a) Chair

b) Table

c) Door

d) Car

7. Choose the correct conjunction to complete the sentence:

I enjoy both science _____ mathematics.

a) and

b) or

c) but

d) so

8. Select the correct form of the verb to complete the sentence:

They _____ to the party last night.

   a) goes

   b) go

   c) going

   d) went

9. Choose the right preposition to complete the sentence:
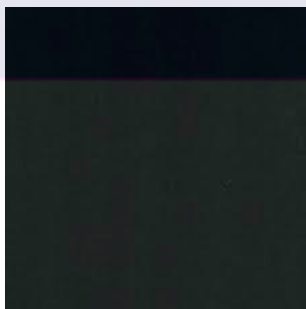
We live _____ Pinrang.

   a) in

   b) on

   c) at

   d) for

10. Select the appropriate response to the question: "What's your name?"

   a) My name are Sarah.

   b) I is Sarah.

   c) Sarah is my name.

   d) My name is Sarah.

B. Spell and pronounce the picture below:

C. Translate the expressions below:

- Congratulations   =
- Good Morning   =
- Sorry   =
- Thank You   =
- How are you?   =

Instrument of the Post-test

A. **Choose the correct a, b, c or d to answer the question below by giving mark (X)!**

1. Choose the synonym for "anxious":

   a) Calm

   b) Nervous

   c) Joyful

   d) Relaxed

2. Identify the antonym for "confident":

   a) Certain

   b) Insecure

   c) Optimistic

   d) Sure

3. Choose the correct occupation for someone who works with patients in a hospital:

   a) Pilot

   b) Chef

   c) Nurse

   d) Architect

4. What is the English word for "kertas"?

   a) Paper

   b) Table

   c) Pen

   d) Chair

5. What does "paman" mean in English?

   a) Uncle

   b) Grandfather

   c) Aunt

d) Children

6. How do you say "sungai" in English?

   a) Mountain

   b) River

   c) Lake

   d) Forest

7. Choose the correct conjunction to complete the sentence:

She is good at math, _____ she struggles with English.

   a) but

   b) or

   c) and

   d) so

8. Identify the correct form of the verb to complete the sentence:

She always _____ breakfast before school.

   a) eat

   b) eats

   c) eating

   d) ate

9. Choose the right preposition to complete the sentence:

They live _____ the beach.

   a) on

   b) at

   c) in

   d) for

10. Choose the right answer to the question: "How are you?"

   a) I am 14 years old.

   b) I am fine, thank you.

c) My name is John.

d) Yes, please.

B. Spell and pronounce the picture below:

C. Translate the expressions below:

- Goodbye   =
- Good Night   =
- See you later   =
- Excuse me   =
- You're welcome   =
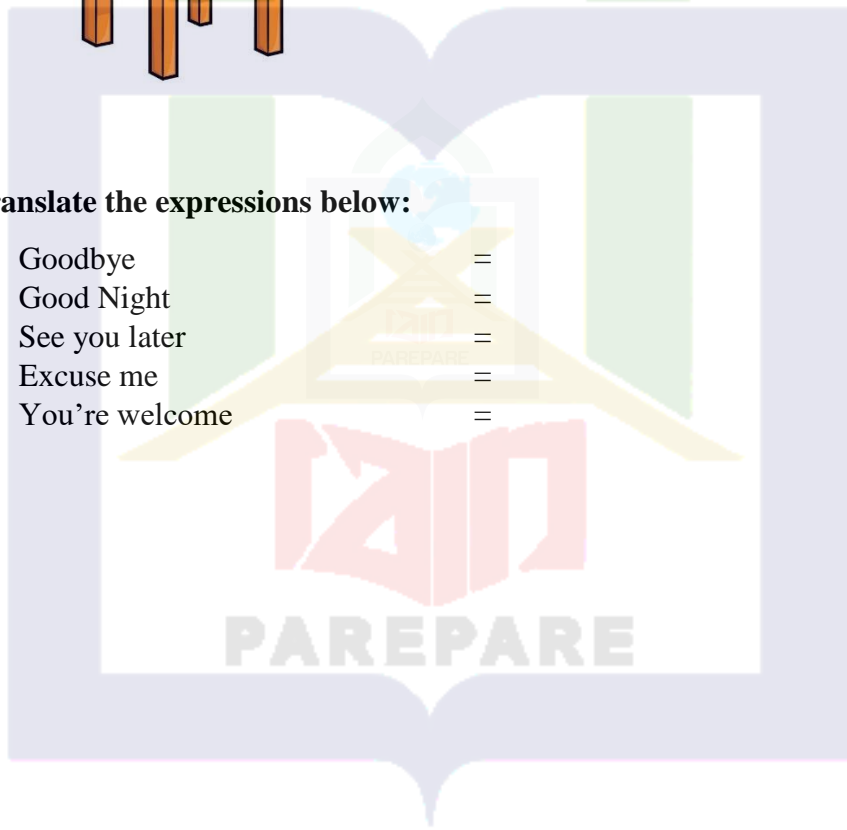
Appendix 2. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   : MTs DDI Ujung

Mata pelajaran   : Bahasa Inggris

Kelas   : VII

Waktu   : 80 Menit (pertemuan ke1)

A. Tujuan Pembelajaran

1. Peserta didik mampu mengidentifikasi kosa kata melalui aplikasi Memrise
2. Peserta didik mampu menerapkan penggunaan aplikasi Memrise dalam pembelajaran kosakata
3. Meningkatkan kosakata peserta didik.

B. Langkah Pembelajaran

Kegiatan Pendahuluan (10 menit)
• Guru membuka kegiatan pembelajaran dengan mengucapkan salam dan doa.
• Guru menanyakan kabar dan mengecek kehadiran siswa.
• Guru menyampaikan tujuan pembelajaran yang ingin dicapai
• Guru memberikan apersepsi dan motivasi
Kegiatan Inti (60 menit)

• Guru menjelaskan materi yang akan di pelajari.
• Guru mengarahkan siswa ke aplikasi Memrise.
• Guru mengarahkan siswa tatacara menggunakan aplikasi Memrise
• Siswa mengerjakan materi level 1 "Introduction" dalam aplikasi Memrise.
• Guru akan memberikan kesempatan kepada siswa untuk menulis kosakata yang baru ditemukan dan menghafalnya.
Kegiatan Penutup (10 menit)
• Guru dan siswa menyampaikan kesimpulan dan refleksi terhadap pembelajaran.
• Guru memberikan umpan balik dan pesan moral dari pembelajaran.
• Guru memberikan penugasan kepada siswa.
• Guru menyampaikan materi pembelajaran berikutnya.
• Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   : MTs DDI Ujung

Mata pelajaran   : Bahasa Inggris

Kelas   : VII

Waktu   : 80 Menit (pertemuan ke2)

A. Tujuan Pembelajaran

1. Peserta didik mampu mengidentifikasi kosa kata melalui aplikasi Memrise

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

2. Peserta didik mampu menerapkan penggunaan aplikasi Memrise dalam pembelajaran kosakata.

3. Meningkatkan kosakata peserta didik.

B. Langkah Pembelajaran

Kegiatan Pendahuluan (10 menit)
• Guru membuka kegiatan pembelajaran dengan mengucapkan salam dan doa.
• Guru menanyakan kabar dan mengecek kehadiran siswa.
• Guru menyampaikan tujuan pembelajaran yang ingin dicapai
• Guru memberikan apersepsi dan motivasi
Kegiatan Inti (60 menit)
• Guru menjelaskan materi yang akan di pelajari.
• Guru mengarahkan siswa ke aplikasi Memrise.
• Siswa mengerjakan materi level 2 "Expression" dalam aplikasi Memrise.
• Guru akan memberikan kesempatan kepada siswa untuk menulis kosakata yang baru ditemukan dan menghafalnya.
Kegiatan Penutup (10 menit)
• Guru dan siswa menyampaikan kesimpulan dan refleksi terhadap pembelajaran.
• Guru memberikan umpan balik dan pesan moral dari pembelajaran.
• Guru memberikan penugasan kepada siswa.
• Guru menyampaikan materi pembelajaran berikutnya.
• Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

    Sekolah   : MTs DDI Ujung

    Mata pelajaran : Bahasa Inggris

    Kelas   : VII

    Waktu   : 80 Menit (pertemuan ke3)

A. Tujuan Pembelajaran

1. Peserta didik mampu mengidentifikasi kosa kata melalui aplikasi Memrise
2. Peserta didik mampu menerapkan penggunaan aplikasi Memrise dalam pembelajaran kosakata
3. Meningkatkan kosakata peserta didik.

B. Langkah Pembelajaran

Kegiatan Pendahuluan (10 menit)
• Guru membuka kegiatan pembelajaran dengan mengucapkan salam dan doa. • Guru menanyakan kabar dan mengecek kehadiran siswa. • Guru menyampaikan tujuan pembelajaran yang ingin dicapai • Guru memberikan apersepsi dan motivasi
Kegiatan Inti (60 menit)

• Guru menjelaskan materi yang akan di pelajari.
• Guru mengarahkan siswa ke aplikasi Memrise.
• Siswa mengerjakan materi level 3 "School" dalam aplikasi Memrise.
• Guru akan memberikan kesempatan kepada siswa untuk menulis kosakata yang baru ditemukan dan menghafalnya.
Kegiatan Penutup (10 menit)
• Guru dan siswa menyampaikan kesimpulan dan refleksi terhadap pembelajaran.
• Guru memberikan umpan balik dan pesan moral dari pembelajaran.
• Guru memberikan penugasan kepada siswa.
• Guru menyampaikan materi pembelajaran berikutnya.
• Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   : MTs DDI Ujung

Mata pelajaran   : Bahasa Inggris

Kelas   : VII

Waktu   : 80 Menit (pertemuan ke4)

A. Tujuan Pembelajaran

1. Peserta didik mampu mengidentifikasi kosa kata melalui aplikasi Memrise

XIV

2. Peserta didik mampu menerapkan penggunaan aplikasi Memrise dalam pembelajaran kosakata

3. Meningkatkan kosakata peserta didik.

B. Langkah Pembelajaran

Kegiatan Pendahuluan (10 menit)
• Guru membuka kegiatan pembelajaran dengan mengucapkan salam dan doa. • Guru menanyakan kabar dan mengecek kehadiran siswa. • Guru menyampaikan tujuan pembelajaran yang ingin dicapai • Guru memberikan apersepsi dan motivasi
Kegiatan Inti (60 menit)
• Guru menjelaskan materi yang akan di pelajari. • Guru mengarahkan siswa ke aplikasi Memrise. • Siswa mengerjakan materi level 4 "Colors" dalam aplikasi Memrise. • Guru akan memberikan kesempatan kepada siswa untuk menulis kosakata yang baru ditemukan dan menghafalnya.
Kegiatan Penutup (10 menit)
• Guru dan siswa menyampaikan kesimpulan dan refleksi terhadap pembelajaran. • Guru memberikan umpan balik dan pesan moral dari pembelajaran. • Guru memberikan penugasan kepada siswa. • Guru menyampaikan materi pembelajaran berikutnya. • Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   : MTs DDI Ujung

Mata pelajaran   : Bahasa Inggris

Kelas   : VII

Waktu   : 80 Menit (pertemuan ke5)

A. Tujuan Pembelajaran

1. Peserta didik mampu mengidentifikasi kosa kata melalui aplikasi Memrise
2. Peserta didik mampu menerapkan penggunaan aplikasi Memrise dalam pembelajaran kosakata
3. Meningkatkan kosakata peserta didik.

B. Langkah Pembelajaran

Kegiatan Pendahuluan (10 menit)
• Guru membuka kegiatan pembelajaran dengan mengucapkan salam dan doa.   • Guru menanyakan kabar dan mengecek kehadiran siswa.   • Guru menyampaikan tujuan pembelajaran yang ingin dicapai   • Guru memberikan apersepsi dan motivasi
Kegiatan Inti (60 menit)

- Guru menjelaskan materi yang akan di pelajari.

- Guru mengarahkan siswa ke aplikasi Memrise.

- Siswa mengerjakan materi level 5 "Days and Months" dalam aplikasi Memrise.

- Guru akan memberikan kesempatan kepada siswa untuk menulis kosakata yang baru ditemukan dan menghafalnya.

Kegiatan Penutup (10 menit)

- Guru dan siswa menyampaikan kesimpulan dan refleksi terhadap pembelajaran.

- Guru memberikan umpan balik dan pesan moral dari pembelajaran.

- Guru memberikan penugasan kepada siswa.

- Guru menyampaikan materi pembelajaran berikutnya.

- Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   : MTs DDI Ujung

Mata pelajaran   : Bahasa Inggris

Kelas   : VII

Waktu   : 80 Menit (pertemuan ke6)

A. Tujuan Pembelajaran

1. Peserta didik mampu mengidentifikasi kosa kata melalui aplikasi Memrise

2. Peserta didik mampu menerapkan penggunaan aplikasi Memrise dalam pembelajaran kosakata

3. Meningkatkan kosakata peserta didik.

B. Langkah Pembelajaran

Kegiatan Pendahuluan (10 menit)
• Guru membuka kegiatan pembelajaran dengan mengucapkan salam dan doa.
• Guru menanyakan kabar dan mengecek kehadiran siswa.
• Guru menyampaikan tujuan pembelajaran yang ingin dicapai
• Guru memberikan apersepsi dan motivasi
Kegiatan Inti (60 menit)
• Guru menjelaskan materi yang akan di pelajari.
• Guru mengarahkan siswa ke aplikasi Memrise.
• Siswa mengerjakan materi level 6 "Family" dalam aplikasi Memrise.
• Guru akan memberikan kesempatan kepada siswa untuk menulis kosakata yang baru ditemukan dan menghafalnya.
Kegiatan Penutup (10 menit)
• Guru dan siswa menyampaikan kesimpulan dan refleksi terhadap pembelajaran.
• Guru memberikan umpan balik dan pesan moral dari pembelajaran.
• Guru memberikan penugasan kepada siswa.
• Guru menyampaikan materi pembelajaran berikutnya.
• Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

Appendix 3. Documentation

Appendix 4. Distribution of t-Table

d.f	$t_{0.10}$	$t_{0.05}$	$t_{0.025}$	$t_{0.01}$	$t_{0.005}$	d.f	$t_{0.10}$	$t_{0.05}$	$t_{0.025}$	$t_{0.01}$	$t_{0.005}$
1	3.078	6.314	12.71	31.82	63.66	61	1.296	1.671	2.000	2.390	2.659
2	1.886	2.920	4.303	6.965	9.925	62	1.296	1.671	1.999	2.389	2.659
3	1.638	2.353	3.182	4.541	5.841	63	1.296	1.670	1.999	2.389	2.658
4	1.533	2.132	2.776	3.747	4.604	64	1.296	1.670	1.999	2.388	2.657
5	1.476	2.015	2.571	3.365	4.032	65	1.296	1.670	1.998	2.388	2.657
6	1.440	1.943	2.447	3.143	3.707	66	1.295	1.670	1.998	2.387	2.656
7	1.415	1.895	2.365	2.998	3.499	67	1.295	1.670	1.998	2.387	2.655
8	1.397	1.860	2.306	2.896	3.355	68	1.295	1.670	1.997	2.386	2.655
9	1.383	1.833	2.262	2.821	3.250	69	1.295	1.669	1.997	2.386	2.654
10	1.372	1.812	2.228	2.764	3.169	70	1.295	1.669	1.997	2.385	2.653
11	1.363	1.796	2.201	2.718	3.106	71	1.295	1.669	1.996	2.385	2.653
12	1.356	1.782	2.179	2.681	3.055	72	1.295	1.669	1.996	2.384	2.652
13	1.350	1.771	2.160	2.650	3.012	73	1.295	1.669	1.996	2.384	2.651
14	1.345	1.761	2.145	2.624	2.977	74	1.295	1.668	1.995	2.383	2.651
15	1.341	1.753	2.131	2.602	2.947	75	1.295	1.668	1.995	2.383	2.650
16	1.337	1.746	2.120	2.583	2.921	76	1.294	1.668	1.995	2.382	2.649
17	1.333	1.740	2.110	2.567	2.898	77	1.294	1.668	1.994	2.382	2.649
18	1.330	1.734	2.101	2.552	2.878	78	1.294	1.668	1.994	2.381	2.648
19	1.328	1.729	2.093	2.539	2.861	79	1.294	1.668	1.994	2.381	2.647
20	1.325	1.725	2.086	2.528	2.845	80	1.294	1.667	1.993	2.380	2.647
21	1.323	1.721	2.080	2.518	2.831	81	1.294	1.667	1.993	2.380	2.646
22	1.321	1.717	2.074	2.508	2.819	82	1.294	1.667	1.993	2.379	2.645
23	1.319	1.714	2.069	2.500	2.807	83	1.294	1.667	1.992	2.379	2.645
24	1.318	1.711	2.064	2.492	2.797	84	1.294	1.667	1.992	2.378	2.644
25	1.316	**1.708**	2.060	2.485	2.787	85	1.294	1.666	1.992	2.378	2.643
26	1.315	1.706	2.056	2.479	2.779	86	1.293	1.666	1.991	2.377	2.643
27	1.314	1.703	2.052	2.473	2.771	87	1.293	1.666	1.991	2.377	2.642
28	1.313	1.701	2.048	2.467	2.763	88	1.293	1.666	1.991	2.376	2.641
29	1.311	1.699	2.045	2.462	2.756	89	1.293	1.666	1.990	2.376	2.641

30	1.310	1.697	2.042	2.457	2.750	90	1.293	1.666	1.990	2.375	2.640
31	1.309	1.696	2.040	2.453	2.744	91	1.293	1.665	1.990	2.374	2.639
32	1.309	1.694	2.037	2.449	2.738	92	1.293	1.665	1.989	2.374	2.639
33	1.308	1.692	2.035	2.445	2.733	93	1.293	1.665	1.989	2.373	2.638
34	1.307	1.691	2.032	2.441	2.728	94	1.293	1.665	1.989	2.373	2.637
35	1.306	1.690	2.030	2.438	2.724	95	1.293	1.665	1.988	2.372	2.637
36	1.306	1.688	2.028	2.434	2.719	96	1.292	1.664	1.988	2.372	2.636
37	1.305	1.687	2.026	2.431	2.715	97	1.292	1.664	1.988	2.371	2.635
38	1.304	1.686	2.024	2.429	2.712	98	1.292	1.664	1.987	2.371	2.635
39	1.304	1.685	2.023	2.426	2.708	99	1.292	1.664	1.987	2.370	2.634
40	1.303	1.684	2.021	2.423	2.704	100	1.292	1.664	1.987	2.370	2.633
41	1.303	1.683	2.020	2.421	2.701	101	1.292	1.663	1.986	2.369	2.633
42	1.302	1.682	2.018	2.418	2.698	102	1.292	1.663	1.986	2.369	2.632
43	1.302	1.681	2.017	2.416	2.695	103	1.292	1.663	1.986	2.368	2.631
44	1.301	1.680	2.015	2.414	2.692	104	1.292	1.663	1.985	2.368	2.631
45	1.301	1.679	2.014	2.412	2.690	105	1.292	1.663	1.985	2.367	2.630
46	1.300	1.679	2.013	2.410	2.687	106	1.291	1.663	1.985	2.367	2.629
47	1.300	1.678	2.012	2.408	2.685	107	1.291	1.662	1.984	2.366	2.629
48	1.299	1.677	2.011	2.407	2.682	108	1.291	1.662	1.984	2.366	2.628
49	1.299	1.677	2.010	2.405	2.680	109	1.291	1.662	1.984	2.365	2.627
50	1.299	1.676	2.009	2.403	2.678	110	1.291	1.662	1.983	2.365	2.627
51	1.298	1.675	2.008	2.402	2.676	111	1.291	1.662	1.983	2.364	2.626
52	1.298	1.675	2.007	2.400	2.674	112	1.291	1.661	1.983	2.364	2.625
53	1.298	1.674	2.006	2.399	2.672	113	1.291	1.661	1.982	2.363	2.625
54	1.297	1.674	2.005	2.397	2.670	114	1.291	1.661	1.982	2.363	2.624
55	1.297	1.673	2.004	2.396	2.668	115	1.291	1.661	1.982	2.362	2.623
56	1.297	1.673	2.003	2.395	2.667	116	1.290	1.661	1.981	2.362	2.623
57	1.297	1.672	2.002	2.394	2.665	117	1.290	1.661	1.981	2.361	2.622
58	1.296	1.672	2.002	2.392	2.663	118	1.290	1.660	1.981	2.361	2.621
59	1.296	1.671	2.001	2.391	2.662	119	1.290	1.660	1.980	2.360	2.621
60	1.296	1.671	2.000	2.390	2.660	120	1.290	1.660	1.980	2.360	2.620

Appendix 5. Virtue of Consultant Degree

KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 4023 TAHUN 2023
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa Tahun 2023;
b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Menteri Pendidikan dan Kebudayaan Nomor 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
11. Surat Keputusan Rektor IAIN Parepare Nomor 129 Tahun 2019 tentang pendirian Fakultas Tarbiyah

Memperhatikan : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2023, tanggal 30 November 2022 tentang DIPA IAIN Parepare Tahun Anggaran 2023;
b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 307 Tahun 2023, tanggal 08 Februari 2023 tentang Revisi Tim Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2023.

MEMUTUSKAN

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2023;

Kesatu : Menunjuk saudara; 1. Dr. Abd. Haris Sunubi, M.Pd.
2. Muajiz Muallim, M.A

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
Nama : Reynandi Salniawan
NIM : 2020203888203027
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The use of memrise application to improve students' vocabulary mastery at MTs DDI Ujung

Kedua : Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

Ketiga : Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;

Keempat : Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya

Ditetapkan di : Parepare
Pada Tanggal : 13 September 2023
Dekan,

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

XXII

Appendix 6. Research Permit Recommendation

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : JL. Amal Bakti No. 8, Soreang, Kota Parepare 91132 ☎ (0421) 21307 📠 (0421) 24404
PO Box 909 Parepare 9110, website : www.iainpare.ac.id email: mail.iainpare.ac.id

Nomor : B-5187/In.39/FTAR.01/PP.00.9/12/2023   11 Desember 2023
Sifat : Biasa
Lampiran : -
H a l : Permohonan Izin Pelaksanaan Penelitian

Yth. BUPATI PINRANG
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di
  KAB. PINRANG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	:	REYNANDI SALNIAWAN
Tempat/Tgl. Lahir	:	GARESSI, 28 September 2000
NIM	:	2020203888203027
Fakultas / Program Studi	:	Tarbiyah / Pendidikan Bahasa Inggris
Semester	:	VII (Tujuh)
Alamat	:	DUSUN GARESSI, DESA LOTANG SALO, KEC. SUPPA KAB. PINRANG

Bermaksud akan mengadakan penelitian di wilayah KAB. PINRANG dalam rangka penyusunan skripsi yang berjudul :

THE USE OF MEMRISE APPLICATION IN IMPROVING STUDENTS' VOCABULARY MASTERY AT MTS DDI UJUNG

Pelaksanaan penelitian ini direncanakan pada bulan Desember sampai selesai.

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

Wassalamu Alaikum Wr. Wb.

Dekan,

Dr. Zulfah, S.Pd., M.Pd.
NIP 198304202008012010

Appendix 7. Permission Research

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

KEPUTUSAN KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG
Nomor : 503/0755/PENELITIAN/DPMPTSP/12/2023

Tentang

SURAT KETERANGAN PENELITIAN

Menimbang : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 15-12-2023 atas nama REYNANDI SALNIAWAN, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Surat Keterangan Penelitian.

Mengingat :
1. Undang – Undang Nomor 29 Tahun 1959;
2. Undang – Undang Nomor 18 Tahun 2002;
3. Undang – Undang Nomor 25 Tahun 2007;
4. Undang – Undang Nomor 25 Tahun 2009;
5. Undang – Undang Nomor 23 Tahun 2014;
6. Peraturan Presiden RI Nomor 97 Tahun 2014;
7. Peraturan Menteri Dalam Negeri Nomor 3 Tahun 2018 terkait Penerbitan Surat Keterangan Penelitian;
7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;
8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan
9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.

Memperhatikan :
1. Rekomendasi Tim Teknis PTSP : 1507/R/T.Teknis/DPMPTSP/12/2023, Tanggal : 15-12-2023
2. Berita Acara Pemeriksaan (BAP) Nomor : 0754/BAP/PENELITIAN/DPMPTSP/12/2023, Tanggal : 15-12-2023

MEMUTUSKAN

Menetapkan :

KESATU : Memberikan Surat Keterangan Penelitian kepada :
1. Nama Lembaga : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
2. Alamat Lembaga : JL. AMAL BAKTI NO. 8 SOREANG PAREPARE
3. Nama Peneliti : REYNANDI SALNIAWAN
4. Judul Penelitian : THE USE OF MEMRISE APPLICATION IN IMPROVING STUDENTS VOCABULARY MASTERY AT MTS DDI UJUNG
5. Jangka waktu Penelitian : 1 Bulan
6. Sasaran/target Penelitian : SISWA KELAS 7 MTS DDI UJUNG
7. Lokasi Penelitian : Kecamatan Lanrisang

KEDUA : Surat Keterangan Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 15-06-2024.

KETIGA : Peneliti wajib mentaati dan melakukan ketentuan dalam Surat Keterangan Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.

KEEMPAT : Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 18 Desember 2023

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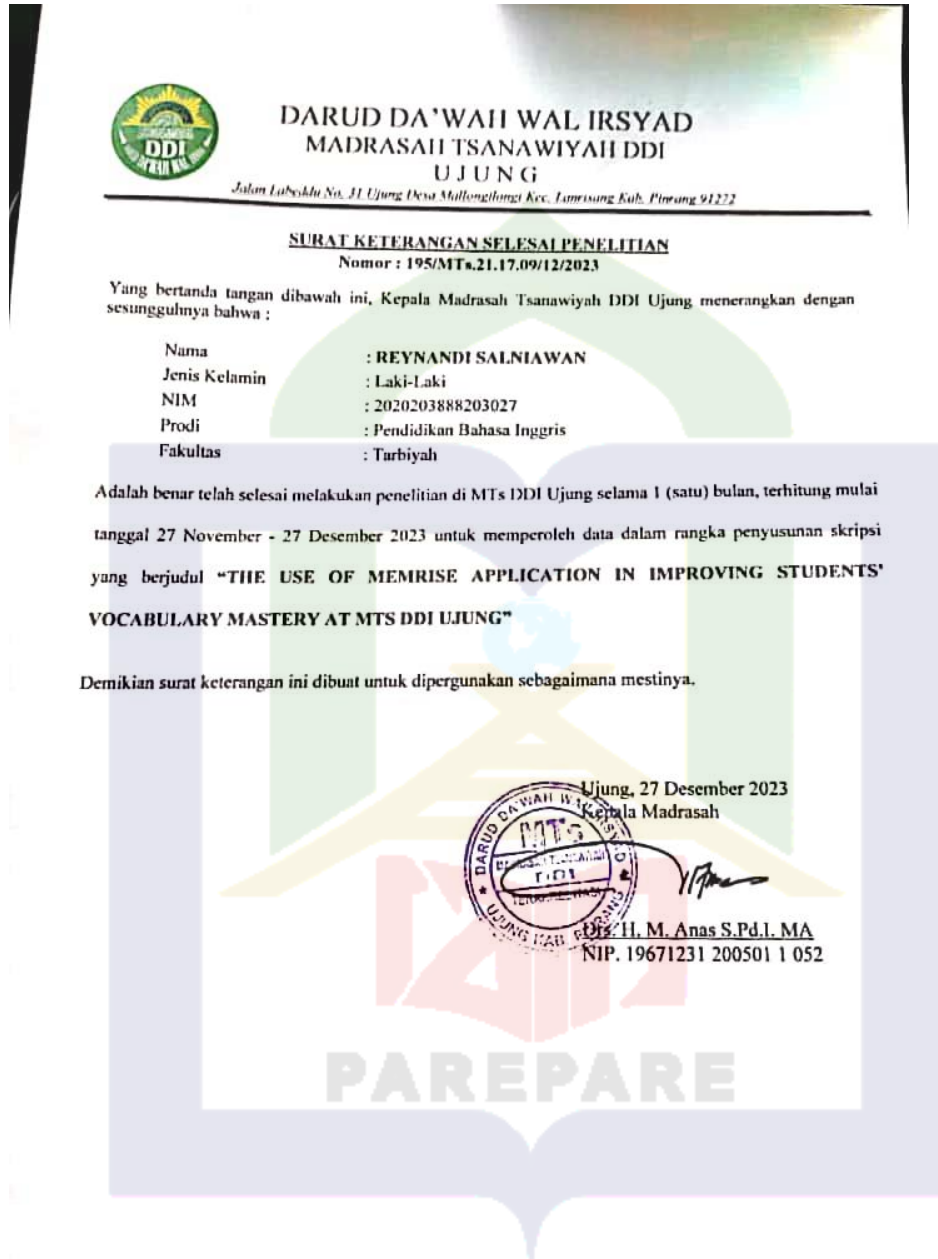**Kepala Dinas Penanaman Modal dan PTSP**
Selaku Kepala Unit PTSP Kabupaten Pinrang

Biaya : Rp 0,-

Balai Sertifikasi Elektronik

ZONA HIJAU

OMBUDSMAN REPUBLIK INDONESIA

Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSrE
DPMPTSP

XXIV

Appendix 8. Letter of Research Completion

DARUD DA'WAH WAL IRSYAD
MADRASAH TSANAWIYAH DDI
U J U N G
Jalan Labeddu No. 31 Ujung Desa Mallongilonga Kec. Lanrisang Kab. Pinrang 91222

SURAT KETERANGAN SELESAI PENELITIAN
Nomor : 195/MTs.21.17.09/12/2023

Yang bertanda tangan dibawah ini, Kepala Madrasah Tsanawiyah DDI Ujung menerangkan dengan sesungguhnya bahwa :

Nama	: REYNANDI SALNIAWAN
Jenis Kelamin	: Laki-Laki
NIM	: 2020203888203027
Prodi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah

Adalah benar telah selesai melakukan penelitian di MTs DDI Ujung selama 1 (satu) bulan, terhitung mulai tanggal 27 November - 27 Desember 2023 untuk memperoleh data dalam rangka penyusunan skripsi yang berjudul "THE USE OF MEMRISE APPLICATION IN IMPROVING STUDENTS' VOCABULARY MASTERY AT MTS DDI UJUNG"

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Ujung, 27 Desember 2023
Kepala Madrasah

Drs. H. M. Anas S.Pd.I. MA
NIP. 19671231 200501 1 052

XXV

CURRICULUM VITAE

REYNANDI SALNIAWAN, the writer was born on September 28th 2000 in Pinrang. He is from the couple Abd. Salam and Suheni. He began his study in Elementary Scholl at SDN 181 Pinrang and graduated on 2012. In the same year, He continued his study in Junior High School at MTs DDI Ujung and finished his study there on 2015. After that, He continued in SMAN 4 Pinrang which has been changed into SMAN 10 Pinrang and graduated on 2018. In 2020, He decided to continue his study at State Islamic Institute (IAIN) Parepare. He completed his skripsi with the title "The Use of Memrise Application in Improving Students' Vocabulary Mastery at MTs DDI Ujung" on 2024.