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THE EFFECT OF MEMRISE APPLICATION ON STUDENTS' VOCABULARY MASTERY AT SEVENTH GRADE OF MTs PAB 1 HELVETIA

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ABSTRACT

The objective of this study was to determine whether or not the application of memrise had a significant effect on vocabulary mastery of seventh grade junior high school students. The aim of the research is to find out whether the use memrise application has a significant on the students' ability in vocabulary. This research is a quantitative study with a quasi-experimental design. The implementation is carried out in class VII MTs PAB 1 Helvetia for the 2020/2021 school year. The population was 192 students and the researcher took 32 students for the experimental class and 32 students for the control class, which means 64 students as the sample. In data collection, researchers used a multiple choice test as an instrument. The tests performed were pre-test which was given before treatment and post-test which was given after treatment. Then, the data obtained were analyzed using the t-test with a significance level of 5% (0.05). Furthermore, the researcher found that the mean post-test score in the experimental class was higher than the control class (75.31 > 66.40). The t test results also show that t_0 (4.03) is higher than t table at a significance level of 5% (0.05) with 62 degrees of freedom of 2.039. Therefore, the results of $4.03 > 2.039$ result in H_0 (null hypothesis) rejected and H_a (alternative hypothesis) accepted. Thus, the application of memrise has a significant effect on the vocabulary mastery of seventh grade in MTs PAB 1 Helvetia.

Keywords: *Vocabulary, Memrise Application, Quasi Experimental, Quantitative*

INTRODUCTION

Vocabulary is an important part in foreign language learning as the meaning of new words are very often highlighted, whether in book or in classroom. Vocabulary has also been important issue both for teachers and students in learning a foreign language. One comprehension on a text either written or spoken will be highly depended on his/her level of vocabulary mastery. If he has sufficient numbers of vocabulary, he will easily comprehend the points either what writer delivers in a written text or messages delivered in spoken texts. Otherwise, she/he will not understand anything.¹

Kebiel in Dewi Nur Aisyah found that the majority of the teachers and students don't have adequate knowledge about learning strategies and vocabulary learning integrated in the English curriculum². And reality, not a few teachers underestimate the crucial role of vocabulary in English. Many studies found that lack of vocabulary is more influenced from teachers learning method. Commonly, many teachers ignore vocabulary teaching in ESL (English as a Second Language) classroom; however, vocabulary teaching and learning is the continual problem that must be faced by teachers. One of the studies which is conducted by Akdogan notes that there are two main misconception teachers' learning method in vocabulary learning: using memorization method and having uninteresting learning process. Many vocabulary experts state that memorization method is not effective to upgrade students' vocabulary as the students will forget the words that have been memorized in a short time later.³In this case the researcher strategies. Teachers are not aware of Dewi NurAisyah, (2017). The Vocabulary the importance of vocabulary and those vocabulary strategies are not found a problem in MTs PAB 1 Helvetia where students only mastered 100 to 200 words. The data was obtained by researchers through observation and interviews with English teachers in MTs PAB 1 Helvetia. Meanwhile according to the Ministry of National Education (2006), junior high school students are expected master 1500 words to help them understand and use four language skills. However, most students cannot learn this much words.

In addition, the students will not understand part of speech of words that they have been recalled and cannot determine whether it is a noun, verb, adjective and so on. Another problem that affects students' vocabulary learning is the teacher has an uninteresting learning process. Making an interesting learning process is truly essential to raise students' enthusiasm in learning process. On the contrary, the fact tells that many students do not pay attention and feel bored with what their teacher explanations are in vocabulary learning. Therefore, the students do not learn well. A successful class is determined by how the teacher manages the class so that the students can comprehend the lesson simply. Teaching learning method is truly essential aspect to establish a success language learning class.⁴

¹ Alqahtani, Mofareh. (2015). "The Importance of Vocabulary in Language Learning and How to be taught", International Journal of Teaching and Education

² Teaching and Vocabulary Learning : Perception, Strategies, and Influences on the Student's Vocabulary Mastery. JurnalBahasa Lingua Scientia. Vol.9 No.2 P. 295-296

³ Akdogan, E. (2017). Developing vocabulary in game activities and game materials (Master's thesis). Journal of Teaching and Education

⁴ Arung, F. (2016). Improving the students' speaking skill through debate technique. Journal of English Education, 1(1), 70-76

Based on the observation that conducted in MTs PAB 1 Helvetia, the researcher found some problems related to the vocabulary teaching and learning process. The traditional method is usually used by looking for difficult words and finds the meaning in the dictionary and students supposed to memorize the words. They were lazy to memorize the unfamiliar words that they heard or read in the text. They had difficulties in understanding or comprehending the meanings of unfamiliar words and memorizing new words. They had low vocabulary mastery. The class activities depend on textbook and LKS (Lembar Kerja Siswa), so that the lesson do not run effectively and often makes both students and teacher get bored with the lesson and unmotivated to learn. Also, the students had low participation in English class.

There were some reasons why the teacher used Memrise as media to solve the low vocabulary of the students such as it works based on several important scientific discoveries about how the students learn. First, using the system of Memes promotes elaborate encoding- encouraging the learning brain to do more by engaging the imagination, and thus helping to remember vocabulary better in an effective manner. Secondly, Memrise makes use of Spaced Repetition, it will help the students review words at expertly spaced intervals and maintain them in their memory effectively. Memrise Reminders us when time to learn or to review our course, therefore it will give the students motivation to learn and make them don't forget about the time when they must learn or review the vocabulary (www.memrise.com). Furthermore, researchers such as Walker (2016) argues that the students found using Memrise enjoyable and convenient, and would be a useful tool for teachers in teaching vocabulary.

Memrise is a game for the whole class that encourages students to study and review their vocabulary words. There are some reasons why reseacher choose Memrise game as the media to improve their vocabulary mastery. First, Memrise can be used as one of interesting activities to review their vocabulary during the lesson. It can attract the students attention and their involvement in the teaching and learning process. Second, students can learn how to work and cooperate as a group. Third, Memrise can create an enjoyable environment. Students can enjoy fun and joyful learning. Fourth, memrise can help students revise their vocabulary and recalling something that happened in the game. It may help students remember the language connected with it. Walker argues that the students found using Memrise enjoyable and convenient, and would be a useful tool for teachers in teaching vocabulary.⁵

In this study the researcher took two classes divided into two groups. the first class group is the experimental group and the second class group is the control group. For the experimental group, the researchers used the memrise application described above.

LITERATURE STUDY

Vocabulary

Nurhayati stated that vocabulary is words that people use to communicate one another. The words must be understandable between the speaker and hearer. Nurhayati

⁵ Walker, L. (2016). The impact of using Memrise on student perceptions of learning Latin vocabulary and on long-term memory of words. *Journal of Classics Teaching*, 16(32), 14-20

also stated that vocabulary plays important part in learning to read and also speak. Children learn the meaning of most words indirectly, through everyday experiences with oral and written language. Alqahtani, concluded that vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning.

Vocabulary is core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.⁶ Vocabularies cannot appearance by themselves without any practice. This practice is very variety like listen to the music, communication with the native speakers directly, reading a book or writing a something. All this activities cannot be done if we do not know about vocabulary.

According to Milton stated that vocabulary is not an optional or unimportant part of a foreign language. Still less is it an aspect of knowledge that can be disposed of without much effect on the language being learned. Words are the building blocks of language and without them there is no language. Therefore, vocabulary is very important part to build of the words. Without vocabulary, there is no language to be said or nothing.⁷

Based on the definitions above, it can be concluded that vocabulary is words in a language used by the people to communicate with other people without vocabulary, we cannot say anything or we feel difficult to do it. Vocabulary is very important to encourage students' ability in English. It can be called as a key of English learning.

Vocabulary Teaching in Indonesian EFL Context

Berne & Blachowicz in their research indicate that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning⁸. Thornbury stated that teaching words is a crucial aspect in learning a language as languages are based on words.⁹ As a foreign language, teaching vocabulary is considered as one of the most discussed parts. Priyono stated that the main problem of Indonesian EFL students is their limited vocabulary. He then emphasized the importance of vocabulary teaching (i.e., facilitating the process whereby EFL input leads to learners EFL vocabulary intake). According to Priyono, as lexical properties entail grammatical aspects, the teaching of EFL vocabulary will support the teaching of aspects of grammar and meaning, thus reducing the necessity to teach grammar.¹⁰

In Indonesia, the place of EFL vocabulary teaching seems to be changing in curriculum. It is accordance with the existing of curriculum that perceived from the changing objectives and methods of English instruction in Indonesia. Newest curricula, Kurikulum 2013, emphasized the development of communicative competence covering socio-cultural competence, discourse competence, linguistic competence, formulaic competence, interactional competence and strategic competence.¹¹ Linguistic competence, in particular, includes such components as grammar, vocabulary, and pronunciation.

⁶ Richards, Jack and Renandya, Willy. 2002. *Methodology in Language teaching an anthology of current practice*

⁷ Milton, James. (2009). *Measuring Second Language Vocabulary Acquisition*

⁸ Peter Waktins. (2007). *Learning to Teach English* (Published by arrangement with Delta Publishing, first edition).p.34

⁹ Özkiraz, Kadir.(2015). The Role of Games in Teaching Vocabulary to Fifth Graders.Mersin.. *The Reading Teacher* 62 (4).314-323. 26Thornbury, S. (2002).*How to Teach Vocabulary*.England:Pearson Education

¹⁰ Harmer, Jeremy. (1991). *The Practice of English Language Teaching: New Edition*. New York: Longman

¹¹ Berne &Blachowicz, C. L. Z.,(2008)*What reading teachers say about vocabulary instruction: Voices from the classroom*

Under the four stages of teaching and learning process suggested by the curriculum, vocabulary teaching is supposed to be dealt with at the very first stage. The earlier curriculum even emphasized 1000- 2000 word level on the practical use and textbook. Whereas according to Depdiknas 2006, Junior High School students are expected to master 1500 words to help them understand and use the four language skills.¹²

However, in fact, there are still a lot of students who couldn't reach the word level. Nurweni sought to find out whether secondary school graduates knew the 2000 most frequent words and the 808 academic words as the target words. The results of her study indicated that on average, the 324 subjects knew 987 of the 2000 most frequent words, and 239 of the 808 academic words, making up 1226 words in total. It was then inferred that the students might have known a far smaller number of words which are far less frequent. It was also very likely that they forgot, thus did not acquire yet, most of the words already exposed to them. Theoretically, the students were expected to acquire 14 words a week; in fact, they only acquired about 7 words a week.¹⁵ This, perhaps, was caused by the common situation that vocabulary learning or teaching was considered secondary or neglected as it used to be. It can be seen from the English book of 2013 curriculum which prepared only to improve students' language skills (listening, speaking, reading and grammar).¹⁶

Technology In English Language Learning

According to Hennessy, Ruthven, and Brindley and Pourhosein Gilakjani, technology integration is defined in terms of how teachers use technology to perform familiar activities more effectively and how this usage can re-shape these activities.¹⁷ Dockstader defined¹³. Technology integration as the use of technology to improve the educational environment. It supports the classroom teaching through creating opportunities for learners to complete assignments on the computer rather than the normal pencil and paper.¹⁴

Technology integration has been researched for long under several labels. The capacious Computer-Assisted Language Learning (CALL) was first termed in the last quarter of the 20th century. As the term suggests, CALL is basically dependent on „computer“ as a delivery medium of applications.¹⁵ Other associated terms were coined later on: Internet- Assisted Language Learning (IALL), Webenhanced language learning (WELL), Technology-Enhanced Language Learning (TELL), and (MALL). However, since the growth of internet become higher and higher, CALL is considered to be an old MALL has unlocked latest trends in the world of CALL, because of easy accessibility and flexibility being offered to its users.

¹² Thornburry, S. (2002). How to Teach Vocabulary. England: Pearson Education

¹³ Nurweni, A. 1997. How many Words do Senior High School Students Acquire per Week. TEFL IN Journal, 8(1): 103-115

¹⁴ Hennessy, S., Ruthven, K., & Brindley, S. (2005). Teacher perspectives on integrating ICT into subject teaching: Commitment, constraints, caution, and change. Journal of Curriculum Studies, 37(2), 155-192

¹⁵ Kern, R. (2006). Perspectives on technology in learning and teaching languages. TESOL Quarterly, 40(1), 183-210. Retrieved from <http://dx.doi.org/10.2307/40264516>

Mobile Assisted Language Learning (MALL)

MALL Researches have mostly been influenced by development of technology. Elementary applications put some portable audio devices into use likethe Sony Walkman or Apple iPod.¹⁶ Chinnery pointed out that the early internet-capable devices such as cell- phones and Personal Digital Assistants (PDAs) fundamentally used email and web browsers for language learning targets. Pedagogical MALL Research approaches were largely limited to Mobile-Assisted Language Learning apps for language learning. Language Learning & Technology, 15(2), 2- these devices, restricting most applications to one-way content delivery with little peer-to-peer interaction or communication.¹⁷

Coinciding with the emergence of smartphone technology the amount of published MALL studies greatly increased in 2008¹⁸. Users of mobile applications started to make fundamental use of web- based exercises. Since the level of sophistication of mobile technology applications has grown up, the release of a vast range of language- learning software came into possibility.¹⁹ Among more than a million applications which are available for the users in both the Apple iTunes app store and Google Play, the educational ones comprising 9.95% of this total show a beneficial growth (statista inc, 2015). The number of applications of language learning has been roughly calculated to be as high as 1,000 to 2,000 in total.²⁰

While the advantages of MALL have been acknowledged by educators, some still criticize MALL platforms. Pedagogical qualities, software stabilities, technical difficulties, expertise deficiencies, and multimedia overloads are problems that may be encountered²¹.

Not with standing these challenges, CALL still has potential as an effective means of language instruction. In spite of the fast growth in numbers of applications, there was also some criticism regarding the MALL researches for a lack of quantifiable learning outcomes and concrete targets. Burston carried out a meta-analysis of 291 MALL studies done in about 20 years, and discovered only 35 ones had sufficient duration and included a minimum number of subjects. Burston also stated that a lot of them were affected by unacceptable research design due to failure to concentrate on the struggling variables that exist outside of the device itself – the instructor, content, novelty effects , etc.– maybe because of an extremely “technocentric” approach that overemphasizes the role played by technology in the process of learning²².

Aside from some deficiencies, there are a lot of positive reports regarding the MALL studies which support the notion that mobile devices are useful learning tools

¹⁶ Dockstader, J. (2008). Teachers of the 21st century know the what, why, and how of technology integration. Retrieved from <http://the-tech.mit.edu/Chemicool/>

¹⁷ Kukulska-Hulme, A., & Shield, L. (2007). An Overview of Mobile Assisted Language Learning: Can mobile devices support collaborative practice in speaking and listening. In conference EuroCALL'07 Conference Virtual Strand

¹⁸ Duman, G., Orhon, G., & Gedik, N. (2015). Research trends in mobile assisted language learning from 2000 to 2012. *ReCALL*, 27(02), 197-216

¹⁹ Stockwell, G. (2008). Investigating learner preparedness for and usage patterns of mobile learning. *ReCALL*, 20(3), 253-270

²⁰ Sweeney, P. & Moore, C. (2012). Mobile Apps for Learning Vocabulary: Categories, Evaluation and Design Criteria for Teachers and Developers. *International Journal of Computer-Assisted Language Learning and Teaching*, 2(4), 1-16, October/December 2012

²¹ Wang, P. (2011). The effect of computer-assisted whole language instruction on Taiwanese university students' English learning. *English Language Teaching*, 4(4), 10- 20.

²² Burston, J. (2015). Twenty years of MALL project implementation: A meta- analysis of learning outcomes. *ReCALL*, 27(01)

– especially for vocabulary instruction. In the literature review part of Duman, Orhon and Gedik's of the current research trends in MALL from 69 studies from 2000-2015, "teaching vocabulary" was the most popular topic, taken into account by 28 of those studies. Contrarily, just one of those studies addressed grammar instruction and writing. In the same way²³, Burston mentioned that 58% of the 291 MALL studies examined focused on vocabulary acquisition, among them the positive learning outcomes were the most reported. Moreover, Burston also pointed out positive reports for vocabulary learning, reading competency, listening, and speaking skills among those studies.

Games in Language Learning

Hornby defined game as an activity that you do to have some fun²⁴. Richard and Schmidt argue that game is an organized activity that usually has the following properties such as: a particular task or objective, a set of rules, competition between players, and communication between players by spoken or written language²⁵. Byrne in Deesri gave the definition to games as a form of play governed by rules. They should be enjoyed and fun. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of the game²⁶. Similarly, Jill Hadfield in Deesri defined games as "an activity with rules, a goal and an element of fun". Deesri added that games involve many factors: rules, competition, relaxation, and learning, in particular. Here we know that a game is not a chaosmaker if we can apply and conduct it straight as its rules.

Language games are games that are used in teaching learning activity to make the students easy in learning English. The emphasis is on a successful communication rather than on a concreteness of language. Games are an extremely effective way of motivating the students in the classroom. The most important thing is the games are fun.

Games help either the English teacher or the students in improving their language teaching and learning progress in class. Andrew Wright and friends stated that there are four reasons why games are needed in language learning.²⁷

1. Games help and support many learners to shore their interest and work in language learning.
2. Second, games help the learners to experience the language rather than only study it.
3. Third, the drill exercises in games are much better than the conventional drill exercises. The ante of drill exercises lies in the centralization on a language form and on its frequent occurrence during a limited period of time. Similarly, many games offer repeated occurrence and use of specific language form. Games also

²³ Duman, G., Orhon, G., & Gedik, N. (2015). Research trends in mobile assisted language learning from 2000 to 2012. *ReCALL*, 27(02), 197-216

²⁴ Hornby. 1995. *Advance Learner's Dictionary*. New York: Oxford University Press

²⁵ Richard, J. C. and Schmidt, R. 2002. *Longman Dictionary of Language Teaching and Applied Linguistic* (3th Ed.)

²⁶ Deesri, A. 2002. Games in the ESL and EFL Class. Khon Kaen, Thailand: The Internet TESL Journal, Vol. VIII, No. 9. Retrieved January 23, 2020, from (<http://iteslj.org/Techniques/Deesri-Games.html>)

²⁷ Andrew Wright, David Betteridge and Michael Buckby. (2010). *Games for language learning*. Cambridge : Cambridge University Press. P. 171-175.

offer the key features of “drill” with the added opportunity to sense the working of language as living communication and to convey information and opinion. In games, emotions and the meaning of the language are involved and more vividly experienced in learning process.

4. The last, games can be the central of language teacher’s technique in learning and not only a way to pass the time. It happens if games truly can offer intense and meaningful practice of language.

Memrise Games

Memrise according to www.memrise.com, can be described as a language learning application that has different form with textbook teaching in a fun and beneficial learning. According to Karjo and Andriani, Memrise is created in 2005 and released in 2013 by Ed Cooke, a Grand Master of Memory, Ben Whately, and Greg Detre, a Princeton neuroscientist specializing in the science of memory and forgetting. The app provides more than 150 languages courses from 25 languages and it is accessible in some languages such as English, Korean, French, Spanish, Japanese, German, Russian, Chinese, Vietnamese, Portuguese, Swedish, Norwegian, Danish, Arabic, Dutch, Indonesian, Italian, Polish, and Turkish.²⁸

In addition, it almost has the same arrangement with Duolingo application and over 20 million users have registered to this remarkable app. Like other application, Memrise has a slogan to make the users interesting to apply the app. It is “Unleash your learning superpower”. Memrise has some features that consist of visual, audio and video media. In terms of features or item that is used to challenge Memrise” users, Karjo and Andriani classify the challenge features or item into five types: word translation, the flashcards, challenge for audio choices, the typing question, and phrase translation.

1. Word Translation

The word translation is the easiest question in Memrise. In this section, Memrise provides four to six answer boxes. The user has to choose similar meaning with the question word among some answer boxes. Memrise will give a big check mark if the user can answer correctly.

2. The Flashcards

The next item is the flashcard. This item is created to help the user to recall a word that has been learned. Flashcard will appear after word translation challenge. The user can type anything in the flashcard to remember the word. Memrise do not always help the user to make a flashcard; therefore, the users have double tasks: make their own flashcard and memorize new words by themselves. Practically, many users avoid to contrive a flashcard.

3. Challenge for Audio Choices

Memrise provides three audio choices in this challenge. Memrise” user will be asked to choose one of audio choices in accordance with question words that have been

²⁸ Karjo, C. H., & Andreani, W. (2018). Learning foreign languages with Duolingo and Memrise. ICDEL, 109-112

given. To answer the question, users can click one by one the audio and listen the audio sound. Furthermore, user must tap the right answers and click “next”. Memrise user will be given the answer key directly by showing green color on the correct answer and red color for a wrong answer.

4. The Typing Challenge

In this section, users have to type what they listen from audio voice. Memrise will train the user listening ability. For example, if the user listens, then she/he has to type it on the answer place.

5. The Phrase Translation

Memrise will give the user phrase of words as a question. Below the question, there are five answer choices that consist of a word of each answer and has different translation. The user has to choose the correct one which has the same meaning as the question. Memrise will always ask the user to contrive a flashcard after this challenge section to recall the phrase.²⁹

Researches such as Nushi and Egbali, Reed and Hooper, Abarghoui and Taki and others have noted that the most crucial reason why Memrise is the most acceptable application for students to possess a rich vocabulary in foreign language especially in English is that it is designed in the gamification learning process. Gamification of a learning media has been proven to build students' enthusiasm in learning. Memrise will contrive students like playing to plant a flower seed. Every correct answer will assist the seed to grow until fully blooming. In reality, many students have given a positive response for Memrise after they apply it. One of the students that has interviewed by Reed and Hooper says that “it is easy for me to see that my vocabulary is growing” In other words, the students will be in enjoyable learning without losing their “daily streak” and experience in a different situation than classroom through Memrise.

Research Method

The research will be conducted at MTs PAB 1 Helvetia. This school located on Jalan Veteran Psr. IV Helvetia P. Brayan. This study was conducted by using quantitative research method with quasi experimental design and pretest-posttest control design. The Researcher choose quasi experimental design because in this system the researcher can control all external variables that influence that course of the experiment. The main characteristic of that experiment is that the sample used for the experiment as well as the control group are taken randomly from certain population. So, its characteristic is the control group and the sample is chosen randomly.³⁰

The population of the researcher of the research is the eighth grade at MTs PAB 1 Helvetia. The number of the population is 192 students that consist of 6 classes VII A, VII B,

²⁹ Karjo, C. H., & Andreani, W. Ibid p.112

³⁰ Sugiyono. (2015). Metode penelitian pendidikan. Bandung: Alfabeta

VII C VII D, VII E, VII F. In this research the sample consist two classes. The result of sampling was two classes VII D consisting of 32 student taught by vocabulary by using memrise application and VII E consisting of 32 students taught by vocabulary without using memrise application. So, the total sample was 64 student. In this study, researchers chose the test as an instrument to measure students' vocabulary mastery. The reason for choosing a test is because it is one type of vocabulary test that is easily assessed and designed. The researchers choose a standardized test which issued tests that result from careful and skilled preparation by experts and covers general general academic goals for the majority school system.

There were be given two test that is pre-test and post-test. Consists of 20 multiple choice questions for each test and rewritten in the test paper. In this study, both classes (experimental and control classes) were given two tests about vocabulary based on tests in memrise applications. The tests were different for Pre-test and Post- test but still have the same composition and numbers. Pre test there were 20 items of multiple choices. The score per item was 5 for the correct answer. Students got 100 point if they can answer all the questions correctly. The same test was given for both classes.

The purposes of pre-test were to know the homogenous skill in English of the students and to know their earlier knowledge of vocabulary before treatment. Researchers provide care for the experimental class and the control class. In the experimental class, researchers used the Memrise application in the teaching-learning process. In contrast, in the control class, researchers did not use the Memrise application in the teaching- learning process. Post-test is a measure of some of the attributes or characteristics assessed for participants in the trial after treatment.³¹, there are 20 multiple choice items. . The score per item is 5 for the correct answer. Students get 100 points if they can answer all questions correctly. The purpose of the post-test is to determine the achievement of students' vocabulary mastery after treatment. The next step the researcher did was to analyzing the data after collecting the data. The data of the test in te study calculated with significance level of 0,05. The technique analyze the data consist of : normality test, homogeneity test, t test.

Research findings

Based on the above calculations, the $t_{count} = 4.03$ after t_{count} is obtained It is known, then the value is consulted at the significance level $\alpha = 0.05$ and $n = 32$, obtained $t_{table} = 2.039$. Thus it can be concluded that $t_{count} > t_{table}$ is $4.03 > 2.039$, so that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This proves that there is a difference in value between the control and experimental classes. Based on the calculation of the difference between the mean value of the control class, which is 66.40 and the experimental class, which is 75.31, the difference in value is 13.41%. This proves that memrise application is more effective than picture as a media on the ability to master vocabulary in MTs PAB 1 Helvetia in the 2020/2021 learning year because there is an increase in the scores obtained between the control class and the experimental class.

³¹ John W. Creswell, Educational Research : Planning, Conducting and Evaluating Quantitative and Qualitative Research. (Boston : Pearson Education, 2012), p.297

CONCLUSION

Based on the results of the research and discussion above. Researchers concludes that:

1. The ability of students to mastering vocabulary using the Memrise application in MTs Pab 1 Helvetia in the 2020/2021 learning year in the experimental class is in a fairly good category, because students can study harder at home and they can also play using the application. with Memrise they will not be bored in learning English because when there are mistakes in learning vocabulary they will immediately review and correct them. the mean value is 75.31 and the standard deviation is 8.2244.
2. The ability to master vocabulary using pictures as a medium in the control class is in the sufficient category and is still below the value that is not as expected. This is because they feel bored when the pictures in the books that have been provided make them confused about what the images in the book mean. they still have difficulty reading it while when using memrise when studying and reviewing the speaker immediately speaks and students can immediately follow it. the mean value is 66.40 and the standard deviation is 9.266.
3. Based on the discussion obtained in this study, the researcher concluded that the Memrise application was effective for students' vocabulary mastery. This is shown from the data analysis that t_0 is greater than t table at the 5% significance level ($4.03 > 2.039$). In addition, it can also be seen from the comparison of the average score obtained in the experimental class which is 75.31, but in the control class the average score is only 66.40. Therefore, based on the t-test analysis of the research data, the significant value is < 0.05 , so the alternative hypothesis (H_a) is accepted and the hypothesis (H_0) is rejected. This means that there is a significant difference in the vocabulary scores of the first grade students of MTs PAB 1 Helvetia between student achievement before being taught using memrise games and after being taught using memrise games.

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