THE EFFECT OF USING MEMRISE APPLICATION INTO STUDENTS' VOCABULARY MASTERY AT TENTH GRADE OF SMA UTAMA MEDAN

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ABSTRACT

This study examined the effect of using the Memrise application on students' vocabulary mastery at the tenth grade of SMA Utama Medan. The background of this study was the students' difficulties in mastering English vocabulary, which often hindered their ability to understand texts, construct sentences, and communicate effectively. Memrise was chosen as the learning medium because it provided an interactive platform combining visuals, audio, and spaced repetition, which made vocabulary learning more engaging and effective. This study applied the experimental quantitative method. The population consisted of all tenth-grade students at SMA Utama Medan in the academic year 2024/2025. The sample included two classes: X-1, the experimental group with 24 students who were taught using the Memrise application, and X-2, the control group with 26 students who were taught through conventional methods. Data were collected through a vocabulary test administered in the form of a pre-test and a post-test to measure the improvement in students' vocabulary mastery. The results showed that students in the experimental class achieved significantly better outcomes compared to the control class. The mean score of the experimental class increased from 54.95 in the pre-test to 68.08 in the post-test, while the control class only increased from 53.30 to 61.61. Statistical analysis using an independent t-test indicated that the obtained t-value (2.447) exceeded the critical t-table value (2.011) at a 0.05 significance level, it was concluded that the Memrise Application had a significant effect on students' vocabulary mastery. This suggests that Memrise is an effective tool for improving vocabulary learning among high school students, particularly when integrated into classroom instruction.

Keywords: Memrise Application, Vocabulary Mastery, Experimental Method, Digital Learning

ABSTRAK

Penelitian ini mengkaji pengaruh penggunaan aplikasi Memrise terhadap penguasaan kosakata siswa kelas X SMA Utama Medan. Latar belakang penelitian ini adalah kesulitan siswa dalam menguasai kosakata bahasa Inggris, yang seringkali menghambat kemampuan mereka untuk memahami teks, menyusun kalimat, dan berkomunikasi secara efektif. Memrise dipilih sebagai media pembelajaran karena menyediakan platform interaktif yang menggabungkan visual, audio, dan pengulangan spasi, yang membuat pembelajaran kosakata lebih menarik dan efektif. Penelitian ini menggunakan metode kuantitatif eksperimental. Populasi penelitian adalah seluruh siswa kelas X SMA Utama Medan pada tahun ajaran 2024/2025. Sampel penelitian terdiri dari dua kelas: X-1, kelompok eksperimen dengan 24 siswa yang diajar menggunakan aplikasi Memrise, dan X-2, kelompok kontrol dengan 26 siswa yang diajar dengan metode konvensional. Data dikumpulkan melalui tes kosakata yang diberikan dalam bentuk tes awal dan tes akhir untuk mengukur peningkatan penguasaan kosakata siswa. Hasil penelitian menunjukkan bahwa siswa di kelas eksperimen mencapai hasil yang secara signifikan lebih baik dibandingkan dengan kelas kontrol. Nilai rata-rata kelas eksperimen meningkat dari 54,95 pada pra-tes menjadi 68,08 pada pasca-tes, sementara kelas kontrol hanya meningkat dari 53,30 menjadi 61,61. Analisis statistik menggunakan uji-t independen menunjukkan bahwa nilai-t yang diperoleh (2,447) melebihi nilai t-tabel kritis (2,011) pada tingkat signifikansi 0,05. Kesimpulannya, Aplikasi Memrise memiliki pengaruh yang signifikan terhadap penguasaan kosakata siswa. Hal ini menunjukkan bahwa Memrise merupakan alat yang efektif untuk meningkatkan pembelajaran kosakata siswa SMA, terutama jika diintegrasikan ke dalam pembelajaran di kelas.

Kata Kunci: Aplikasi Memrise, Penguasaan Kosakata, Metode Eksperimental, Pembelajaran Digital

A. Introduction

One of the main components in English language learning was vocabulary acquisition. Vocabulary served as the basic foundation of language skills. Without adequate vocabulary mastery, students had difficulty understanding texts, constructing sentences, or expressing their ideas both orally and in writing. Therefore, vocabulary mastery was an important element that students needed to acquire in order to communicate effectively in English. According to Simanjuntak, (2022), vocabulary referred to all the words in a particular language that an individual knew or used to communicate

effectively. Vocabulary was a fundamental aspect of learning English for learners. By mastering vocabulary, they were able to communicate well both orally and in writing.

Vocabulary was an integral component of learning any language, including spoken language, and was particularly important when teaching and learning the four English skills Mawaddah et al, (2023). Mastery of diverse vocabulary is the main facility for students tobe able to interact with other people and be able to construct sentences. Without vocabulary mastery, students will not be able to express and convey their opinions, and will not be able to understand other people (Sinaga et al., 2023). It had to be taught to learners and incorporated into all language learning activities. It also needed to be explicitly described. Without vocabulary, learning a language would have been difficult. For learners studying English, having a strong vocabulary was highly beneficial, especially for spoken communication. Therefore, vocabulary was essential for receiving and delivering information effectively. By mastering English vocabulary, students could

communicate and understand the material explained in English more easily. However, many students found it difficult to master vocabulary. In Indonesia, where English functioned as a foreign language, its limited use in everyday communication contributed to this condition. Limited sources of information or English learning media made students less familiar with the language, where pronunciation and spelling often differed, causing confusion. The researcher acknowledged that these factors had a significant impact on students' challenges in learning English vocabulary. Differences between pronunciation and spelling, the limited availability of vocabulary resources, and variations in word meanings across different contexts all contributed to the confusion and difficulties faced by students.

Based on preliminary observations, the researcher found that tenth-grade students at SMA Utama Medan had poor vocabulary skills. SMA Utama Medan was one of the schools facing several learning challenges, including students' ability to learn English. Observation results revealed that many students experienced difficulties in mastering

English vocabulary. The researcher found that many students had low English proficiency, which affected their ability to understand reading materials, speak, and write in English. This issue was clearly evident from their performance on vocabulary tests designed to measure vocabulary proficiency, which produced unsatisfactory results. Many words were still unfamiliar to the students, making it difficult for them to answer vocabulary test questions. In addition, a lack of motivation to learn and insufficient learning materials also made it challenging for students to develop an interest in learning English. Therefore, efforts were required to help them recognize and understand vocabulary. Students faced difficulties in learning English due to their limited vocabulary and poor comprehension of reading materials. The researcher presented evidence to support the above statements as follows:

Tabel 1. The Result of Observation

No.	Student Initial	Score Of Vocabulary Test
1.	APK	65
2.	BC	30
3.	CJG	40
4.	CBS	35
5.	DAP	35
6.	DNW	30
7.	EW	30
8.	ELW	32
9.	FP	42
10.	INW	30
11.	JRZ	30
12.	KRS	33
13.	MFA	32
14.	MAF	35
15.	NAF	75
16.	NPN	30
17.	PRR	95
18.	PB	45
19.	RM	40
20.	RA	35
21.	SAD	50
22.	SM	60
23.	ST	40
24.	YZ	40

Based on the researcher's observations in the classroom, several factors were identified as causes of low vocabulary mastery among tenth-grade students at SMA Utama Medan. The various causes of students' learning difficulties were as follows: 1). A lack of interest in learning because they did not like English. Students were unenthusiastic as they found English difficult or irrelevant, which resulted in low interest in learning. 2). An interest in learning English existed, but there was a lack of foundational knowledge. Although they wanted to learn, students struggled to follow the

material due to insufficient vocabulary or grammatical foundations. 3). Motivation and ability were sufficient, but the environment was not supportive. Students had the potential to progress, but a lack of support from family, peers, or facilities hindered the learning process. 4) Sufficient motivation existed, but students forgot basic concepts. They once understood the material, but because it was rarely used or reviewed, the concepts were lost from memory. 5). High motivation was present, but study time was insufficient. Students were enthusiastic, but the limited duration or frequency of study slowed their progress.

Therefore, in teaching English vocabulary, technological innovations or engaging media were needed to involve students in what the teacher presented, to create a comfortable and enjoyable learning environment, and to motivate students to review the learning material or vocabulary independently outside of class. Innovation in the learning process was necessary to enhance students' interest and learning outcomes, particularly in vocabulary mastery. Examples of technological innovations that could be utilized included various language learning applications, such as BBC Learning English, Duolingo, Kahoot, Busuu, Beelinguapp, Cake, Memrise, and others. Each of these applications was generally designed to train and improve language skills such as pronunciation, speaking, listening, reading, and vocabulary. In this study, the researcher used the Memrise application as one of the technological innovations that could be implemented in digital-based vocabulary learning. Wang et al. (2023) stated that Memrise was an excellent tool for improving students' English skills, especially by expanding their vocabulary. Memrise was a popular and effective language learning application that helped users memorize and understand vocabulary in various languages, including English. The application used a visual, audio, and interval-based repetition approach, which helped students retain vocabulary for a longer period in a more enjoyable way.

For this reason, the researcher was interested in using the Memrise application to influence students' vocabulary mastery. The researcher chose the Memrise application because previous studies had successfully addressed the issue of

students' vocabulary mastery using this tool. Several previous studies demonstrated that the use of Memrise in learning had a positive impact on improving students' vocabulary mastery. Therefore, this application could be applied in the learning process because it was simple and easy to operate. Fadhilawati et al. (2022) also stated that the implementation of Memrise had successfully improved vocabulary mastery in research conducted in the English study program at Balitar Islamic University. However, there were still very few studies specifically conducted in the context of senior high school learning in Indonesia, particularly at SMA Utama Medan. Therefore, the purpose of this study was to determine the effect of using the Memrise application on the vocabulary mastery of tenth-grade students at SMA Utama Medan. The application aimed to help students understand the definitions of new words and use them effectively in the appropriate context.

Through this study, it was expected to contribute to the development of more effective and engaging learning strategies for students, as well as to provide a reference for teachers in integrating technology into the English language learning process. Therefore, the researcher used this application as the focus of the study, namely the effect of using the Memrise application on students' English vocabulary mastery. Based on the background of the problem, the researcher was interested in conducting the research entitled "The Effect of using Memrise Application into students' Vocabulary Mastery at Tenth Grade of SMA Utama Medan" By utilizing the Memrise application as an innovative multimedia-based solution to address these challenges, it was expected that educators would become more creative and students would be more motivated to master vocabulary.

B. Research Methods

This research was conducted using an Experimental Quantitative research design, which involved two groups of tenth-grade students from SMA Utama Medan, namely the experimental group and the control group.

The purpose of this study was to determine whether the online application Memrise was effective in vocabulary acquisition among tenth-

grade students of SMA Utama Medan. There were two groups in this study: an experimental class and a control class.

C. Research Results and Discussion

Pre-Test and Post-Test Control Class

The type and number of questions in both the pre-test and post-test were identical, consisting of a total of 50 multiple-choice items. The results of the control group's test were presented in Table 1 below:

Tabel 1. The Scores of the Pre-test and Post-test of the Control Class

No.	Student's Initials	Pre-test	Post-test
1.	AP	68	72
2.	DN	56	62
3.	FER	50	60
4.	FAH	56	70
5.	HL	52	56
6.	JH	56	68
7.	KA	58	78
8.	LS	60	70
9.	LJ	48	50
10.	MARN	56	58
11.	MKNA	60	74
12.	MIT	52	68
13.	MA	48	52
14.	MP	62	68
15.	NNA	56	74
16.	NS	64	68
17.	PS	52	60
18.	PAA	56	58
19.	RR	48	56
20.	SZ	56	68
21.	VF	54	58
22.	VFH	52	60
23.	MDF	44	54
24.	MAW	52	56
25.	KKD	38	50
26.	AS	32	34
	Total	1386	1602
	Mean	53.30	61.61

Based on the table above, the pre-test data resulted in a total score of 1386 and an average score of 53.30. The minimum score is 32, while the maximum score is 68. Meanwhile, in the post-test data analysis, researchers obtained a total score of 1602 and an average score of 68.08. The lowest score was 30, while the highest score was 61.61.

Pre-Test and Post-Test Experimental Class

The learning process lasted for 3 meetings, and the post-test was given afterwards. The type and number of questions in the pre-test and post-test were the same, consisting of 50 multiple choice questions. The test results for the experimental group are presented in Table 2 below:

Tabel 2. The Scores of the Pre-test and Post-test of the Experimental

No	Student's Initials	Pre-test	Post-test
1.	APK	62	74
2.	BC	40	48
3.	CJG	32	42
4.	CBS	68	80
5.	DAP	28	30
6.	DNW	40	50
7.	EW	38	52
8.	ELW	57	70
9.	FP	30	76
10.	INW	62	70
11.	JRZ	68	80
12.	KRS	70	80
13.	MFA	60	86

14.	MAF	66	84
15.	NAF	62	76
16.	NPN	46	54
17.	PRR	70	78
18.	PB	50	64
19.	RM	68	84
20.	RA	74	82
21.	SAD	64	76
22.	SM	48	58
23.	ST	60	78
24.	YZ	56	62
	Total	1319	1634
	Mean	54.95	68.08

Based on the table above, the pre-test data resulted in a total score of 1319 and an average score of 54.95. The minimum score is 28, while the maximum score is 74. Meanwhile, in the post-test data analysis, researcher obtained a total score of 1634 and an average score of 68.08. The lowest score was 30, while the highest score was 68.08.

Data Analysis

The complete data on pre-test scores, post-test scores, score differences, and squared score differences are presented in Table 3.

Tabel 3. The Calculation of Pre-Test and Post-Test of Experimental Group

No.	Student's Initials	Pre-test	Post-test	Difference Score (d)	Square of Difference (d²)
1.	APK	62	74	12	144
2.	BC	40	48	8	64
3.	CJG	32	42	10	100
4.	CBS	68	80	12	144
5.	DAP	28	30	2	4
6.	DNW	40	50	10	100
7.	EW	38	52	14	196
8.	ELW	57	70	13	169
9.	FP	30	76	46	2116
10.	INW	62	70	8	64
11.	JRZ	68	80	12	144
12.	KRS	70	80	10	100
13.	MFA	60	86	26	676
14.	MAF	66	84	18	324
15.	NAF	62	76	14	196
16.	NPN	46	54	8	64
17.	PRR	70	78	8	64
18.	PB	50	64	14	196
19.	RM	68	84	16	256
20.	RA	74	82	8	64
21.	SAD	64	76	12	144
22.	SM	48	58	10	100
23.	ST	60	78	18	324
24.	YZ	56	62	6	36
	Total	1319	1634	315	5789
	Mean	54.95	68.08	13.12	241.20

Based on Table 4.3, the total pre-test cumulative score of the experimental group was 1319 with an average score of 54.95. After being given treatment in the form of using the Memrise application, the total post-test score increased to 1634, with an average of 68.08. The difference between the pre-test and post-test scores (d) was 315, while the sum of the squares of the difference (d²) was 5789. These results indicate a significant improvement in students' vocabulary skills after the application of the media.

The calculation of the average pre-test and post-test scores for the experimental group is as follows:

$$Mdx = \frac{\Sigma d}{N} = \frac{315}{24} = 13.12$$

The sum of squared deviations of the experimental group was calculated as follows:

$$D_x^2 = (\textstyle\sum d^2) - \frac{(\sum d)^2}{Ny}$$

$$D_x^2 = 5789 - \frac{(315)^2}{24}$$

$$D_x^2 = 5789 - \frac{99225}{24}$$

$$D_x^2 = 5789 - 4134.37$$

$$D_x^2 = 1654.63$$

From the results of the above calculations, the mean value of the experimental group is 13.12 and the number of deviations is 1054.63. Furthermore, the data from the control group can be seen as follows:

Tabel 4. The Calculation of pre-test and post test of Control Group

No	Student's Initials	Pre-test	Post-test	Difference Score (d)	Square of Difference (d²)
1.	AP	68	72	4	16
2.	DN	56	62	6	36
3.	FER	50	60	10	100
4.	FAH	56	70	14	196
5.	HL	52	56	4	16
6.	JH	56	68	12	144
7.	KA	58	78	20	400
8.	LS	60	70	10	100
9.	LJ	48	50	2	4
10.	MARN	56	58	2	4
11.	MKNA	60	74	14	196
12.	MIT	52	68	16	256
13.	MA	48	52	4	16
14.	MP	62	68	6	36
15.	NNA	56	74	18	324
16.	NS	64	68	4	16
17.	PS	52	60	8	64
18.	PAA	56	58	2	4
19.	RR	48	56	8	64
20.	SZ	56	68	12	144
21.	VF	54	58	4	16
22.	VFH	52	60	8	64
23.	MDF	44	54	10	100
24.	MAW	52	56	4	16
25.	KKD	38	50	12	144
26.	AS	32	34	2	4
	Total	1386	1602	216	2480
	Mean	53.30	61.61	8.30	95.38

E. Conclusions

After conducting the research and analyzing the data, several important conclusions can be drawn. The use of the Memrise application in the experimental class significantly improved students' vocabulary mastery. This was evident from the increase in the average pre-test score of 54.95 to 68.08 in the post-test, which was higher than the control class that only improved from 53.30 to 61.61 through conventional methods. The difference in the results between the experimental and control classes indicates that the Memrise application is more effective than conventional teaching methods in enhancing students' English vocabulary mastery. Furthermore, the hypothesis testing revealed that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected, which means that the use of the Memrise application has a significant

effect on students' vocabulary mastery at the tenth grade of SMA Utama Medan.

Based on Table 4.4, the total pre-test score of the control group was 1386, with an average score of 53.30. After conventional learning, the total post-test score increased to 1602, with an average of 61.61. The difference between the pre-test and post-test scores (d) is 216, while the sum of the squares of the difference (d²) is 2480. These results indicate a significant improvement in students' vocabulary skills after following conventional learning, although the use of the Memrise application provides higher results.

$$Md_y = \frac{\sum d}{N} = \frac{216}{26} = 8.30$$

The sum of squared deviations of the control group was calculated as follows:

$$D_y^2 = (\sum d^2) - \frac{(\sum d)^2}{N_y}$$

$$D_y^2 = 2480 - \frac{(216)^2}{26}$$

$$D_y^2 = 2480 - \frac{46656}{26}$$

$$D_y^2 = 2480 - 1794.46$$

$$D_y^2 = 685.54$$

From the results of the above calculations, the mean value of the experimental group is 8.30 and the number of deviations is 685.54.

After obtaining the scores of students from both groups, the researcher continued the data analysis using the t-test formula. This calculation aimed to determine the effect of using the Memrise app on the vocabulary mastery of 10th grade students at SMA Utama Medan. The detailed calculation results are presented as follows:

$$t = \frac{Mx - My}{\sqrt{\left[\frac{Dx^2 + Dy^2}{Nx + Ny - 2}\right]\left[\frac{1}{Nx} + \frac{1}{Ny}\right]}}$$

$$t = \frac{13.12 - 8.30}{\sqrt{\left[\frac{1654.63 + 685.54}{24 + 26 - 2}\right]\left[\frac{1}{24} + \frac{1}{26}\right]}}$$

$$t = \frac{4.82}{\sqrt{\left[\frac{23040.17}{48}\right]\left[\frac{25}{312}\right]}}$$

$$t = \frac{4.82}{\sqrt{[48.75][0.08]}}$$

$$t = \frac{4.82}{\sqrt{3.90}}$$

$$t = \frac{4.82}{1.97}$$

$$t = 2.447$$

Based on the calculation above, it could be seen that t-count is obtained as 2.447.

Testing the Hypothesis

Hypothesis testing was performed using the t-test formula to determine acceptance or rejection of the hypothesis. This study used t-test calculations with degrees of freedom

(df = Nx + Ny - 2 = 24 + 26 - 2 = 48) at a significance level of 0.05. The t-test results showed that the calculated t-value was higher than the table t-value.

t-count > t-table (p = 0.05) with df 48

2.447 > 2.011 (p = 0.05) with df 48

Since the calculated t-value is greater than the table t-value, it can be concluded that the alternative hypothesis (Ha) is accepted and the null hypothesis (H_0) is rejected. This indicates that using the Memrise Application has a significant effect into students' vocabulary mastery at the tenth grade of SMA Utama Medan

Test of Validity

This study developed a vocabulary assessment instrument consisting of 55 multiple-choice questions. Validity testing was conducted using the Pearson Product Moment correlation with the latest version of SPSS, involving 24 students as respondents. The validity of the questions was determined based on the r-table value at a significance level of 5%, with 24 respondents, resulting in an r-table value of 0.404.

Validity analysis was carried out by comparing the calculated r-value of each item with the r-table value. An item was deemed valid if the calculated r-value was ≥ 0.404, while items with a calculated r-value < 0.404 were deemed invalid. Some items were considered valid because they had a calculated r-value higher than the r-table value. A total of 55 items were considered valid, while 5 items (numbers 7, 9, 16, 18, and 39) were considered invalid. This indicated that 90% of the total items met the validity criteria, while the remaining 10% required further evaluation.

In the final stage, the researcher selected 50 valid questions as the main instrument of this study. The selection was based on the validity analysis, in which only the questions with r-count values greater than the r-table were retained to ensure an accurate measurement of students' vocabulary mastery. The use of SPSS in the validity analysis ensured a systematic and precise process, thereby enhancing the reliability of the instrument in this study.

Test of Reliability

This analysis involved 24 respondents with 50 multiple-choice questions in the research instrument. The results showed that the reliability score obtained was 0.86, which falls

into the category of very high reliability. According to the reliability classification, a coefficient value above 0.81 indicates that the research instrument has very strong internal consistency.

In other words, the instrument developed in this study is very reliable in measuring students' vocabulary mastery. This very high reliability level indicates that the questions used in this study are consistent and reliable in assessing students' vocabulary abilities. Therefore, this instrument can be used as a reliable measurement tool in this study.

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