THE EFFECT OF MEMRISE APPLICATION ON THE IMPROVEMENTS OF VOCABULARY MASTERY OF THE SEVENTH GRADE STUDENT AT SMPN 6 PALU

A THESIS

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Palu, 01 June 2023
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Statement of the Thesis Authenticity

I hereby declare that this thesis entitled "The Effect of MAMRISE APPLICATION ON THE IMPROVEMENTS OF VOCABULARY MASTERY OF THE SEVENT GRADE STUDENT AT SMPN 6 PALU", has been officially approved as my own work and it has not been and will not be submitted in the whole or in part to another university institute for the award any other degree. If later, this thesis is found to be fabricated either in the whole or in part, I declare that I must comply with the rules and regulations of the university and I must be ready for all the consequences thereafter due to this misconduct.

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SUPERVISOR'S AGREEMENT

Thesis entitled "**The Effect of Mamrise Application on Increasing Vocabulary Mastery of Class VII Students of SMP Negeri 6 Palu**" By Magfirah Student NIM: 19.11.60.054 Tadris Department of English, Faculty of Tarbiah and State Teacher Training, Islamic University Datokarama Palu, after careful research and correcting relevant thesis , each supervisor considers that the thesis has met the scientific requirements and can be submitted for presentation before the board of examiners.

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ABSTRACT

Name : MAGFIRAH

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Title :THE EFFECT OF MAMRISE APPLICATION ON THE IMPROVEMENTS OF VOCABULARY MASTERY OF THE SEVENT GRADE STUDENT AT SMPN 6 PALU

The results of this study indicate that students' scores become higher after being given treatment in the experimental class using the Memrise application for students in that class . Based on output pair 1, Sig. (2-tailed) of 0.12 > 0.05, it can be concluded that there is a difference in the average student learning outcomes for the pretest and posttest experiments. And based on the second output obtained with a Sig (2-tailed) value of 0.00 <0.05, it can be concluded that there is a difference in the average student learning outcomes for the experimental class and the control class. Likewise, based on table 4.7 above, it shows that the alternative hypothesis is accepted and the use of the memrise application is more effective for increasing the vocabulary of class VII students of SMPN 6 Palu.

suggestions, teachers have an important role and great influence in student learning success. Teachers must be more creative in choosing learning techniques in the classroom, so that students do not feel bored and can easily understand the material being taught. It is also expected that students should be more active during the English teaching and learning process in class. Students must repeat at home the material that has been given by the teacher. For other researchers, the results of this study can be used as basic information or references about the use of the Memrise application to increase students' vocabulary for further research in conducting similar research.

CHAPTER I

INTRODUCTION

A. Background

Education is an important tool in creating quality human resources (HR). Education is an indicator of the nation's progress, the educational environment is a place to socialize and the continuity of activities where a person gets learning that can add insight and can develop various potentials. One of the essential elements in education is the process of developing existing potential, including the intelligence potential possessed. One of them is linguistic intelligence or language intelligence. Linguistic intelligence is the ability to use words effectively.[1]

Learning English is one of the learning languages as a process that is taken to develop language intelligence through reading and writing. English is an international language in terms of technology development and international influence. Mastery of English is one of the keys to communicating with other nations. Adequate words make it very difficult for that person to hold good interactions [2]. English is divided into two: skill and component. A person's vocabulary is the whole word that is in someone's memory, which immediately cause a reaction when heard or read. The reaction of language is to know the form of the language with all its consequences, that is, to understand its meaning, and to carry out actions by the word itself. Some

[1] Thomas Armstrong, *Schools of Champions Are Multiple Intelligence in the World of Education*: Bandung, Kaifa (2005), 19.

[2] *Ibid*, 3

words cause reactions faster, some words are slower according to the level of vocabulary gain. [3]Vocabulary can be interpreted as follows: (1) all words contained in one language; (2) the wealth of words owned by a speaker or writer; (3) words used in a scientific field; and (4) a list of words arranged like a dictionary accompanied by a brief and practical explanation.[4]

Vocabulary learning problems are caused by (internal) factors that arise from within the student, namely. (1) students' physical fitness, (2) students' intelligence, (3) low interest in learning, (4) low learning motivation. Furthermore, learning difficulties are caused by (external) factors that come from outside the students themselves, namely (1) distractions from friends while studying, (2) material displeasure, (3) less than optimal use of media, and (4) selection. from unsuitable methods. Four vocabulary problems must be mastered, namely speaking, listening, reading, and writing. In acquiring these faculties, each individual goes through an orderly sequence. Poor learner vocabulary is a problem that needs to be solved properly because vocabulary is very necessary for language learning. [5]

Memrise is a learning application that is very easy for children to do to improve their English and Arabic vocabulary. Participants are given the opportunity

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[3] Keraf. G. *Argumentation And Narration.* Jakarta: PT. Gramedia Pustaka General, (2007), 80

[4] Soedibyo BRAM, *Natural Sources Of Health Benefits And Uses,* Jakarta: Balai Pustaka (1998), 33

[5] Delfina Christie Sondakh, Mega Febriani Sya, "Kesulitan Pembelajaran Kosakatabahasainggris Tingkat Sekolah Dasar" Vol. 1 No. 3 (2022), 346

directly to practice downloading and trying the Memrise application and putting it into practice. Based on the results of the activity, the participants showed high enthusiasm in practicing the use of memrise and stated the ease of learning to increase children's vocabulary.[6]

Memrise has many methods that can help students to improve their English skills. The method contained in memrise refers to memorizing techniques. Various methods in memrise are repetition, multiple choice, short essay, short listening, and introduction listening. Some of these methods can make students more interested and not bored in learning English. The Memrise application also has a ranking system that students can learn competitively with their friends so that they can increase their interest in learning. For teachers, many methods are available and the extensive vocabulary contained in Memrise makes it easy to process and prepare study materials. Teachers can focus more on controlling the learning process and the assessment process to measure and evaluate student learning outcomes. Remember to have self-reports of successful or failed vocabulary learning. Remember that you don't need a lot of internet quota to access the application and this application is very light and can run on Windows 7, iOs 9.0, and Android 4.1. This allows students to access and use Memrise easily and seamlessly[7]

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[6] Hesty Puspita Sari1, Wawan Herry Setyawan, Agus Budiman, "Peningkatan Teknologi Pendidik Pesantren Anak Sholeh Melalui Memrise: Coaching & Training," *Jurnal Pengabdian Masyarakat ,* (2021), 81

[7] Eva Nurul Candra, "Hermariyanti Kusumadewi Pengenalan Aplikasi Memrise Untuk Meningkatkan Kompetensi Bahasa Inggris Melalui Toefl" *Jurnal Pkm: Pengabdian Kepada Masyarakat,* Vol. 01 No. 03 (September-Desember 2018), 224

For junior high school students, it is a very important period of language learning. At the age of junior high school students, students' memory is still very strong, making it easier to master a language. The age of junior high school students is very good for starting to be introduced to various kinds of vocabulary which is expected to help students to understand the vocabulary that has been taught so that the learning results that have been obtained can be used for the next level and learning can be absorbed properly. At the junior high school level, applying interesting learning methods in school in line with technological developments. The teacher's ability to maximize learning media in preparing material can affect students' vocabulary mastery. It is only fitting that schools can compete in educating the nation's children by highlighting IQ, EQ, and SQ

inappropriate learning strategies, models, and techniques. the strategy used before the application of mamrise is lecture so that they feel bored and the method used is using books, the technique used is reading and memorizing so that students feel bored with the same way of learning in the learning given

B. Research problem

Based on the research background above, the researcher must formulate the main issues and provide sub-problems as the boundaries of the problems to be studied. The main problem in this study is does the application of mamrise affect the increase in vocabulary mastery of class VII students at SMPN 6 PALU?

The sub-chapters of the subject matter are

1. can the mamrise application improve the vocabulary mastery of seventh-grade students at SMPN 6 PALU?

C. Purpose and benefits of research

1. Research objectives

Based on the background of the problems that the authors put forward, the objectives and benefits of the research are as follows:

a. To find out the area of applying mamrise to improve the vocabulary mastery of class VII students at SMPN 6 PALU.

2. Benefits of research

Benefits are the values that are generated from research that can be felt directly by various parties. The benefits of this research are:

a. Scientific benefits

In this research, it is expected that it will be able to provide in-depth insight into the effect of applying mamrise to increase the vocabulary mastery of class VII students at SMPN 6 PALU.

b. Practical benefits

The results of this study can later become a reference or reference for readers to provide initial information to find out the effect of applying mamrise to increasing vocabulary mastery for class VII students at SMPN 6 PALU. This research can also motivate teachers in applying mamrise to increase students' vocabulary mastery.

D. Definition Key Terms

To avoid misunderstanding the meaning of the title above, research must explain the affirmation of several terms related to the title in this study.

1. Mamrise is an online learning platform to learn about new languages in the world. Learning about a new language in this world will help people especially for students to improve their foreign language. [8]Especially in English. There are so many features that can help students be happy to learn about a new language. Currently, in the millennial or twenty-first-century era, most people have their gadgets. Therefore, people must master high technology to support their daily lives and get various information instantly and accurately. Then it must be mastered by students because if students can use gadgets wisely it will help and support their education and get big changes to read a lot of world news must use high technology wisely to better help and support their needs because it will develop human capacity to adapt with the environment.

   The purpose of holding the introduction of the mamrise application is to improve the competency of English teachers in learning TOEFL tests to support their TOEFL skills. The introduction of this application was carried out at SMPN 6 PALU.

[8]*Ibid*

c. Vocabulary or vocabulary is a collection of words that someone knows familiarly. Vocabulary is generally closely related to the development of a person's age. in the realm of foreign/second language learning, vocabulary mastery is a challenge in itself.

According to experts, learning vocabulary or vocabulary is material that discusses words that are different from other linguistic units such as phrases. Words can stand and still have meaning. But of course, when it comes to vocabulary, the scope will be wider than its meaning. Learning about vocabulary will also discuss other linguistic units such as morphemes (morphemes), syllables (syllables), lexemes (lexemes), lemmas, idioms, and even double words (binomial and trinomial).[9]

Some state that the discussion of vocabulary is in the material surrounding words. For example, the dynamics of word roots and their inhibition, the relationship between words, to positions in different social contexts.

d. In vocabulary mastery, there are two classifications, receptive at this level, mastery is limited to understanding the meaning of vocabulary. In other words, only memorizing vocabulary mastery comes from listening (listening skills) and reading (reading skills). Learning using memorizing

[9]Rina Fitriyani, "The Co Relation Between The Students' Vocabulary Mastery And Learning Motivation In Speaking Class At The Eleventh Year Students Of Smk N 2 Salatiga In The Academic Year Of 2019/2020" (English Education Department Teacher Training And Education Faculty State Institute For Islamic Studies Salatiga 2022)

which is obtained orally and in writing is memorized. At this level, learning acquires vocabulary in spoken and written form. Productive (productive) mastery level is higher. Learning is no longer just memorizing and understanding the meaning of words.

How to understand vocabulary (vocabulary) in general, a person's need to master English varies, according to his goals in communication. In English, the minimum limit for daily conversation is at least 2,000 words. To approach the ability of native speakers, a vocabulary of 15,000-20,000 phrases is required, where one phrase consists of 2-3 words or more. Seeing these numbers, it is natural that many people think that it is impossible to learn vocabulary only from school.[10]

E. Outline of Contents

Broadly speaking, the research and preparation of scientific work is divided into three parts, or the body of each chapter is divided into several sub-chapters.

Chapter I is an introduction explaining the background, namely some of the things that underlie and background the authors to research and study the problem, then the problem formulation is the basis that becomes the focal point in carrying out the research, then the objectives and benefits of the research are the targets and objectives expected to be achieved in research and the expected benefits, then the

[10]*Ibid*

meaning of the title is an explanation of the words and terms contained in the title then interpreted as a whole and the outline of the proposal.

Chapter II is a literature review in the form of views or opinions of experts or experts regarding the topic and focus of the problem under study. In this section, the author explains the effect of applying mamrise to increasing vocabulary mastery at SMPN 6 PALU.

Chapter III contains research methods that explain the research design approach, data sources, data collection techniques, data analysis, and checking of language and what becomes information as well as from the results of observations or observations made.

Chapter IV explains the research results which consist of a general description of The effect of memrise application on the improvement of vocabulary mastery of the seventh grade student at SMPN 6 PALU.

Chapter V contains conclusions from all research results carried out in the field and suggestions given by the author.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

The research referred to here is an overview of research results that are relevant to the planned research, namely whether the problem under study has been discussed by previous researchers. In the following, the researcher will propose further research, and it is useful to assist researchers in preparing this proposal. The researchers are:

1. Research conducted by Rusda entitled "The Influence of Vocabulary Mastery on Indonesian Speaking Ability of Students at Sdn 2 Pilau Sarappo Lompo Kec. Liukang Tupabring Pangkep Regency" which was donated by students of the tarbiyah and teacher training faculties of UIN Alauddin Makassar 2017. thesis, researchers used ex post facto (quantitative) research. Data Collection Techniques Tests, Observations, Documentations. It is hoped that this research can become a study and material for the development of educational science in vocabulary mastery for the ability to speak Indonesian and for the institutions studied can be input for school education providers. The objective of this research is to find out the Indonesian vocabulary mastery of fifth-grade students at SDN 2 Pulau Sarappo Lompo, find out the speaking ability of fifth-grade students at SDN 2 Pulau Sarappo Lompo and find out the effect of

vocabulary mastery on participants' Indonesian speaking ability. students in class V at SDN 2 Pulau Sarappo Lompo.[1]

2. Subsequent research was conducted by Fadhilah Santri with the title "Effectiveness of the Memrise Application to Improve Vocabulary Mastery of Second Grade Students Ma Didi Kanang". English Education Program Tarbiyah Faculty State Islamic Institute (IAIN), 2020. The researcher hopes that this research can be useful for developing his abilities in teaching vocabulary to students and researchers hope the results of This research can be used as an additional reference for other studies. this study shows the effectiveness of using the Memrise Application in The process of teaching and learning English. Kent and Sherman have proven that Memrise is effective for increasing Korean students' vocabulary in the context of blended learning[2]
3. Subsequent research conducted by Merifa Rahmawati "Effectiveness of Using the Memrise Application on Students' Vocabulary Mastery in Class 1 of SMPN 9 Mesuji Raya Palembang During the Covid-19 Pandemic" Department of English Education Faculty of Tarbiyah and Activities Tulungagung State Islamic Institute 2021 Researchers hope that this research can be useful for developing their abilities in teaching vocabulary to students and researchers

[1] Rusda, "The Effect Of Vocabulary Mastery On Indonesian Speaking Ability Of Students At Sdn 2 Pilau Sarappo Lompo Kec. Liukang Tupabring Pangkep Regency" (Faculty Of Tarbiyah And Teacher Training Uin Alauddin Makassar)

[2] Fadhilah Santri *The Effectiveness Of The Memrise Application To Improve Vocabulary Mastery Of Second Grade Students Ma Didi Kanang*

hope the results of This research can be used as an additional reference for other studies. this study shows the effectiveness of using the Memrise Application in the English teaching and learning process. The result of Elly's research is a significantly different score of irregular verbs achieved by students after they have been taught using the Memrise application.[3]

Table 2.1

Previous Research

No.	Name, title, and title	Research result	equality	difference
1	Rusda entitled "The Effect of Vocabulary Mastery on Students' Indonesian Speaking Ability at Sdn 2 Pilau Sarappo Lompo Kec. Liukang Tupabring Pangkep Regency" 2017	The research results obtained showed that the student's mastery of Indonesian vocabulary at SDN 2 Pulau Sarappo Lompo was in the medium category with an average score of 23.3. The speaking ability of students at SDN 2 Pulau Sarappo Lompo was in a low category, with an average	Equations with written ones will be carried out, namely equations in increasing vocabulary for students.	research there are differences in the implementation of research, research approaches, and research locations. The research focus is on efforts to increase student's vocabulary mastery. the first researcher has examined the Effect of Vocabulary Mastery on Students' Indonesian

[3] Merifa Rahmawati "The Effectiveness Of Using Memrise Application Toward Students' Vocabulary Mastery Of The First Grade At Smpn 9 Mesuji Raya Palembang In The Pandemic Covid-19" (Faculty Of Tarbiyah And Teacher Training English Education Department State Islamic Institute Of Tulungagung 2021)

		score of 8.660, and there is a significant influence between the two. This can be seen in the correlation table where there is an effect of vocabulary mastery on the Indonesian speaking ability of students at SDN 2 Pulau Sarappo Lompo of 0.167 with a significance level of 1.000, thus H0 is rejected and H1 is accepted.		Speaking Ability".
2	Fadhilah Santri with the title "Effectiveness of the Memrise Application to Improve Vocabulary Mastery of Second Grade Students Ma Didi Kanang"	The results of this study show that there is an increase in students' vocabulary mastery. This is indicated by the average score of the students' post-test (86.3) which is greater than the pre-test (57.5). Even for a significant level (p) of 5% and df = 57, the table value is	Equations with what is written will be carried out, namely discussing The Effectiveness of Memrise. and similarities with the first study, namely both used qualitative methods with data collection techniques Test, Observation, Documentation.	In the second research, there are differences in the implementation of the research, the location of the research, and the focus of the research lies in the Application of Increasing Students' Vocabulary Mastery. The second researcher

		1.671, while the test value is 14.494. That is, the value of the t-test is greater than the t-table (14.494 ÿ 1.671). Thus, it can be concluded that the student's vocabulary mastery was significantly better after receiving the treatment. So, the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted.	and discuss Applications for Increasing Students' Vocabulary Mastery.	examined "Effectiveness of the Memrise Application to Improve Vocabulary Mastery of Second Grade Students Ma Didi Kanang"
3	Merifa Rahmawati with the title Effectiveness of Using the Memrise Application on Vocabulary Mastery of First Grade Students of SMPN 9 Mesuji Raya Palembang During the Covid-19 Pandemic	The results of this study show that there is improving the vocabulary mastery of first-grade students at SMPN 9 Mesuji Raya Palembang during the Covid-19 pandemic. The effectiveness of the Memrise application can be shown from the different scores before	Equations with what is written will be carried out, namely discussing how to use the mamrise application in increasing students' vocabulary mastery	In the second research, there are differences in the implementation of the research, the location of the research, and the focus of the research lies in the Application of Increasing Students' Vocabulary Mastery. Third Researcher The Effectiveness of Using the

		and after being taught using the Memrise application in the following description: 1) The average pre-test and post-test scores, the pre-test average is 58.06, and the post-test average -test is 75.32. 2) The sum of the pre-test results is 1800 and the post-test is 2335. The sum of the post-test scores is higher than the sum of the pre-test scores. 3) The significance of the normality test is the pretest significance value sig = 0.97 and the post-test significance value is sig = 0.188. The sig/p value in the pre-test is sig = 0.097 which is greater than sig = 0.05 (sig = 0.97 > sig = 0.50). And the		Memrise Application on Vocabulary Mastery of First-Grade Students of SMPN 9 Mesuji Raya Palembang During the Covid-19 Pandemic

		sig/p posttest score is sig = 0.188 which is greater than sig = 0.05 (sig = 0.188 > sig = 0.05). So, the average distribution of the data is normally distributed. 4) The significance of the homogeneity test sig = 0.258 is greater than sig = 0.05 (sig = 0.258 > sig = 0.05). So, it can be concluded that the variance of the pre-test and post-test data is homogeneity. 5) The T-test is -7.102 with df =30 and the p-value (two-tailed) is 0.000. Granted that the prize was a one-sided test. So, the p-value (sig = 0.000) is divided into: 0.000/2 = 0.000. Sig 0.000 is smaller than the		

		significance of 0.05. So, the null hypothesis is rejected. The alternative hypothesis (Ha) post-test is higher than the pre-test. These results mean that the Memrise application is effective for first-grade students' vocabulary mastery SMPN 9 Mesuji Raya Palembang in the pandemic section		

1. The difference between the first and second studies

a) research there are differences in the implementation of research, research approaches, and research locations. The research focus is on efforts to increase student's vocabulary mastery. the first researcher has examined the Effect of Vocabulary Mastery on Students' Indonesian Speaking Ability".

b) In the second research, there are differences in the implementation of the research, the location of the research, and the focus of the research lies in the Application of Increasing Students' Vocabulary Mastery. The second

researcher examined "Effectiveness of the Memrise Application to Improve Vocabulary Mastery of Second Grade Students Ma Didi Kanang"[4]

c) While the research that will be used as the current object is "the effect of applying mamrise to increasing the vocabulary mastery of class VII students of SMPN 6 PALU. So there are differences in terms of research approaches, research subjects and objects, research locations, and research results are also

2. The similarity between the first and second studies

Equations with what is written will be carried out, namely discussing The Effectiveness of Memrise. and similarities with the first study, namely both used qualitative methods with data collection techniques Test, Observation, Documentation. and discuss Applications for Increasing Students' Vocabulary Mastery.

B. Theoretical Basis

1. Memrise

a) Definition of Mamrise

Memrise is a free online learning tool for students who are familiar with drill functionality on iOS, Memrise can be a sufficient alternative that works on a similar principle. Just like Drill, memrise uses flashcards, but not model words/translations, these flashcards contain mnemonics in the form of short phrases or rhymes, which are easy to remember. Mnemonics take advantage of what is given to secure memory

[4] *Ibid*

storage; maintaining an orderly arrangement of memory holdings, making them available on demand, and thus virtually replacing most occasions.[5]

Memrise Learn Languages Free - The best Android application in the educational category for learning English, but not only English is focused on in this course, but many other languages such as Chinese, French, Italian, Russian, English, German, Portuguese, Spanish, Afrikaans, Akan-Twi, Albanian, American Sign Language (ASL), Ancient Greek, Arabic, Armenian, Azerbaijani, Basque, Belarusian, Bengali, Bosnian, Bulgarian, Cantonese, Cantonese Jyutping, Catalan, Chinese, Croatian, Czech, Danish, Dutch, English, Esperanto, Estonian, Faroese, Flemish, Georgian, Greek, Greenlandic, Hakka, Hindi, Hungarian, Icelandic, Indonesian, Irish, Italian, Japanese, Kanji, Khmer, Korean, Kurdish, Kyrgyz, Ladin, Latin, Latvian, Luxembourgish, Thai, Vietnamese and many others and even almost all languages in the world are in this one application.[6]

Memrise is an online learning platform for learning about new languages in the world. Learning a new language in this world will help people especially for students to improve their foreign language. Especially in English. Tons of features

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[5] Fadhilah Santri, "The Effectiveness Of The Memrise Application To Improve Vocabulary Mastery Of Second Grade Students Of Ma Ddi Kanang *"* (Faculty Of Tarbiyah English Education Program State Islamic Institute (Iain) Parepare 2020)

[6] Eva Nurul Chandra, Hermariyanti Kusumadewi , "Introduction Of The Memrise Application To Improve English Competence Through Toefl," *Jurnal Pkm: Pengabdian Kepada Masyarakat,* Vol. 01 No. 03 (September-Desember 2018), 227

can help students enjoy learning a new language. Today, in the millennial or twenty-first-century era, most people have their gadgets.

Therefore, people must master high technology to support their daily lives and get various information instantly and accurately. Then it must be mastered by students because if students can use gadgets wisely it will help and support their education and get big changes to read a lot of world news must use high technology wisely to better help and support their needs because it will develop human capacity to adapt to the environment. It is known that the Latin "medius" is essentially the word media which means: middle intermediary or introduction.[7]

b) Memrise Purpose

Memrise can be an adequate alternative that works on a similar principle. Just like Drill, memrise uses flashcards but isn't word/translation models, this flashcard contains mnemonics in abbreviated form phrases or rhymes, that are easy to remember. Mnemonics make up most of what **is** assigned to secure memory storage; maintain regular memory settings ownership, making it available on demand, and thus a surrogate mostly sure to chance**.**[8]

The purpose of holding the introduction of the mamrise application is to increase the competency of English teachers in studying the TOEFL test to support

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[7] Dian Fadhilawati, Dwita Laksmita Rachmawati, "Learn Vocabulary With Fun Through The Memrise And Quizlet Applications In Man Kota Blitar," Journal Of Independent Service Vol. 1 No. 10 (October 2022)

[8] *Ibid*

their abilities. The method used in this study is a qualitative and quantitative descriptive method by giving the TOEFL pre-test and post-test. The results of the introduction of this application are shown from the introduction of this application which is shown from the results of the post-test. The post-test results show that the mamrise application plays a role in increasing teacher knowledge. Therefore Indonesian people need to learn English. The purpose of language learning is to be able to communicate both orally and in writing with the language being studied. Four skills must be mastered when learning English, these skills are listening, speaking, reading, and writing. These language skills are related to each other and also to achieve language learning goals and learn language components such as grammar (structure), vocabulary (vocabulary), and pronunciation (pronunciation).[9]

c) Memrise function

After the student clicks 'Start Learning', the menu bar displays a vocabulary list. Memrise uses the garden as a metaphor for memory. When students start learning a subject, vocabulary items will be planted as 'seeds'. Vocabulary will be given repeatedly. Starting from the easy way, the middle, and the more difficult. There is always an audio pronunciation for each vocabulary. As students are tested on them through typing, pronunciation, and multiple-choice tests

The Memrise main page looks like the user (student) is entering outer space, with the various levels represented as planets. Each level has a specific theme. When

[9] *Ibid*

students/users enter a level, there are certain words and phrases they need to master, before they move on to the next level. Students switch from one screen to the next when they answer a question correctly. If students give an incorrect answer, it only takes a few more steps to complete a level as the word or phrase will be taught back to them.[10]

d) Kinds of Memrises

Memrise Categories The Memrise application provides many categories so that users can study other fields such as:

1. Arts and Literature This category contains courses where each subject covers a wide range of vocabulary related to Architecture, Art, Design, Fashion, Film, Literature, Music, Theatre, and Philosophy.

2. Mathematics and Science Mathematics and Natural Sciences include courses related to vocabulary about Mathematics, Biology, Chemistry, Earth Sciences, Economics, Engineering, Health Sciences, Physics, and Psychology

3. The Natural World Users can learn vocabulary which in this category includes themes such as Animals, Astronomy, Plants, Fruits, and Stars.

[10] Fadhilah Santri, "Effectiveness Of The Memrise Application To Improve Vocabulary Mastery Of Second Grade Students Of Ma Ddi Kanang*"* (Faculty Of Tarbiyah English Language Education Program State Islamic Institute Iain Parepare Year 2020)

4. History and Geography This category contains many themes that can cover vocabulary related to Capital, Citizenship, History, Maps, Places, Religion, Flags, and Politics.

5. Memory Training This category provides services that include Memory of Places, Number Systems, and Playing Card Systems. This allows language learners to memorize large amounts of vocabulary in a short time using Mnemonic techniques and of course in a fun way.

6. Profession and Career Involves many field themes, each of which contains sub-category content such as; Business and finance, Computing and Engineering, Law, Medicine, and Health. 7. Standardized Test Now, learning vocabulary from the TOEFL test or other tests is easy because this category has many courses that help students master vocabulary from many tests such as; Advanced placement test, TOEFL test, College Admissions, Graduate School, and more. So that students can prepare well before facing the exam.

8 . Trivia Trivia contains subcategories Art, Music, Literature, Food, Miscellaneous, History, Geography, Sports and Recreation, Science and Nature, Hobo Symbols, people, and Sociology.

9. Entertainment This category provides sub-categories such as Board games, Yoga, Pokemon, and others related to Entertainment vocabulary.[11]

e) Advantages Of Memrise Application

Memrise allows its users to create simple sets of flashcards containing various types of information the amount of which can be individually adapted to the needs of the learner. can contain for example definitions, synonyms, B1 translations, verb tenses, missing prepositions, and pictures illustrating the meaning of the word being taught, which is very useful for children

Memrise has several powerful features that make it an attractive learning option for students and teachers alike. This site is built on a foundation of cognitive science so that learners can engage with the material in a way that allows the retention of information in long-term memory. Memrise uses several methods to instruct and assess students on the material they are learning, so that several learning styles, namely visual, auditory, and linguistic have the potential to be used. (Cook, 2017).

In addition, Loise Walker (2016), describes the advantages of using Memrise. Namely, students will experience several advantages in terms of speed of access and saving time, students can easily use Memrise, ease in utilizing special features as their trademark. Students increase their knowledge and succeed in language learning. In

[11] Elly Cholifatur Rosydah, "Improving Students' Mastery Of Irregular Verbs Using The Memrise Application In Second Grade Man Sidoarjo" (Unpublished Thesis: Uin Sunan Ampel Surabaya, 2018), 37

meta-learning, this theme includes features that demonstrate student gains in the area of meta-learning, and knowledge of the learning process. Memrise can motivate students because it is equipped with a leaderboard. Intrinsic motivation, competition of ideas, and scoring points for studying and reviewing words were considered to motivate students.

Overall, using Memrise has proven to be very useful for both users and course writers. Memrise courses can be created almost instantly with just one click and then the vocabulary base can serve other purposes, namely to produce tests and glossaries or to conduct oral exams (Luczak, 2017

f) Disadvantages of Memrise Application

There are some drawbacks to using Memrise:

1. Text messages are not available in this feature
2. If the student is not connected to internet data, the application will not able to use.
3. Time lag in response to feedback from friends or teachers. [12]

2. Vocabulary

a) Definition of Vocabulary

In essence, the most important thing presented in language teaching is vocabulary. Without adequate mastery of vocabulary, a person will never have good

[12] Dela Triani, "The Effectiveness Of Using The Memrise Application On Mastery Of Phrasal Verbs Of First Grade Students At Sman 1 Gondang Tulungagung" (Faculty Of Tarbiyah And Teacher Training Department Of English Education Iain Tulungagung 2020)

language skills. In other words, everyone needs to master vocabulary to master language skills. So the more vocabulary a person masters, the more skilled he will be in speaking well. humans think all the time using vocabulary and understanding. Without human words, it is impossible to think, even the volume of human thought is not proportional to the vocabulary it has.

the vocabulary of a language is all the words that belong to a language. Keraf also refers to this choice of words as diction. The choice of words or diction includes understanding which words are used to convey an idea, how the correct form of word grouping, or the proper use of expressions, and which style is best used in a situation.

Vocabulary is an important aspect of language. Vocabulary is defined as vocabulary. As for the path taken to master a large vocabulary, it, frankly, comes down to memorizing methods. Vocabulary is an aspect of language that must be considered and mastered to support fluency in communicating both in spoken and written language, students' perceptions of parts of speech after participating in Integrated English. to find out students' perceptions of Parts of Speech such as nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and exclamations.

1. Noun

A noun is a word that name of a person, place, or thing. There are five groups of nouns:

a. Common nouns are names of persons, places, or things, For example, woman, bus, animals, mountains;

b. Proper nouns are a noun that refers to a particular person, place, or thing. For example Rika, Indonesia, Honda,

c. Abstract noun is naming a quality, a state, or an action For example happy, generosity, fright

d. Material nouns are things that cannot be counted For example; food, rain, paper

e. Collective nouns are the name given to a group of people, animals, or things taken as a whole For example: a comb of bananas, a team of players

2. Verb

Verb names an action or describes a state of being. For example: We did not buy any vegetables He never stays up late

3. Adjective

Adjectives are words that describe nouns and pronouns, For example, very cold, quite fast, too large

4. Adverb

Adverbs are words that describe verbs, adjectives, or other adverbs For example: I went there yesterday

5. Pronoun

A pronoun is a word used in place of a noun or another pronoun For example: Everyone has a new plan to get a holiday

6. Preposition

A preposition links a noun or a pronoun following it to another word in the sentence. For example, She placed the flower on the table

7. Conjunction

Conjunction connect words or groups of words and show how the words are related For example: Rina and Tika are waiting downstairs

8. Interjection

Interjection shows strong emotion. For example; Oh! It is an interesting place.[13]

Vocabulary is the wealth of words possessed by a language. vocabulary or lexicon is as follows:

a). The language component that contains all the information about the meaning and use of words in the language.

b). The wealth of words owned by a speaker, or writer of a language.

[13] Sjafty Nursitti Np Maili, Dewi Mutiara Indah Ayu, "Student Perceptions On Parts Of Speech After Taking Integrated English," *Jurnal Basis* Vol. 9 No. 2 (Oktober 2022), 341

c). The word list is arranged like a dictionary, but with short and practical explanations.

From the statement above, it is clear that the definition of vocabulary is quite broad, not limited to the vocabulary of words arranged in an alphabetic dictionary, accompanied by limitations and explanations, words used in one area of knowledge, words mastered by a person, and words found in one language.[14]

Vocabulary has an important role because it appears in every language skill. Understanding vocabulary is very important in any language learning. Vocabulary mastery is also needed to communicate with the public. those who master many ideas, or in other words those who have a wide vocabulary, can easily and fluently communicate with others. Those who have a wide vocabulary will also have a high ability to choose exactly which words are most suitable to represent their intentions or ideas.[15]

b) Vocabulary Function

The function of vocabulary in language learning activities is very clear. Vocabulary is closely related to every aspect of language learning. When learning to read, students must know the meaning of each vocabulary word to understand the

[14] Indah *Maulida The Effect Of Scrabble Media On Learning Arabic (Case Study At It Al–Ishlah Maros Middle School)* (Faculty Of Humanities, University Of Hasanudin 2022)

[15] Annisa Fathihah, "The Effect Of Vocabulary Mastery On Reading Comprehension Of Students In Class V Sd Culture Patimura District Bringin, Semarang District" (Department Of Elementary School Teacher, Faculty Of Educational Sciences, State University Of Semarang 2016)

contents of the text they read. In learning to speak, students must understand the meaning of new vocabulary to be able to communicate well. In learning to listen, students must also know the meaning of vocabulary to understand what is heard. Studying writing as well, students must understand the meaning of vocabulary to be able to write well. Vocabulary can also be called the breath of language because without vocabulary there would be no language[16]

c) Vocabulary Learning

Teaching language to children is usually done by a mother. A mother who teaches her children at home the vernacular when they are toddlers. The child certainly doesn't remember how the first time his parents taught him the language because he doesn't have a good memory. However, he could see how his mother taught his younger brother the colloquial language at home. The mother sincerely with motherly affection said a few simple words and the younger brother imitated them casually without pressure. So that the younger brother can talk and be able to communicate with the people around him. The mother never had a program and target so now her younger sibling can say 50, 60, or 100 words. The mother likes to practice without ever feeling like she is practicing let alone teaching, so the child never feels like practicing let alone studying, let alone taking tests. It runs naturally and has been carried out by humans for generations in various cultures, languages,

[16] Juli Wakana, "Increases Mastery Of English Vocabulary Using Alphabet Games For Grade Iv Students Of Madrasah Ibtidaiyah Azzahidin Pekanbaru" (Faculty Of Tarbiyah And Teacher Training Of English Education Study Program English Language Education Study Program)

and generations. The emotional bond between parents and children has passed down hundreds of languages on this earth from generation to generation.

In general, children learn vocabulary faster when supported by visual aids, such as pictures or objects around them. With teaching aids the child's memory will be better, according to the phases he is experiencing that there are four phases of child development, namely:

1. The sensorimotor stage, from birth to 2 years of age,

2. Preoperational stage, from 2 years to 8 years,

3. Concrete Stage Phase, from the age of 8 years to 11 years,

4. The formal stages, from 11 to 15 years of age

This development phase is not always the same for every child, both individually and in groups. Developmental phases can occur at the same time, but development in each child can be achieved at different times, especially for each type of knowledge which is also different.

By paying attention to these four developmental phases, we can see the developmental phases of Indonesian elementary school children, namely children aged 6-12 years. They are, of course, at the end of the preoperational stage to the concrete operational stage, not until the beginning of the formal stage. That is, elementary school-age children, need attention according to their class level. The

child's mind develops little by little according to the development of knowledge and intellectual skills toward a more logical and formal way of thinking.

The way children think develops through direct involvement with objects and the environment around them. Each time a new phase of development is reached, the ability increases and merges with the previous level of thinking. Because of two of the four transitional periods, the developmental period usually occurs when the child is in elementary school, the language teacher must be able to follow the characteristics and changes in the development of the cognitive phase.[17]

Childhood is the most important period in expanding vocabulary, especially the ability to express concrete ideas. For example, right now, the child only needs terms to pronounce the words separately. The more mature he wants to know as many names of objects around him, for example: eating, drinking, names of body parts, mentioning family members, and so on.

Children's language skills will continue to grow. Children are better able to understand and interpret spoken and written communication. During language development, changes in vocabulary and grammar can be seen. In general, children

[17] Defita Sari, "The Improvement Of Object Vocabulary Mastery Through Environment-Based Picture Media To Deaf Students In 1st Grade In Slb Wiyata Dharma 1 Sleman," *Widia Ortodidaktika Journal* Vol 6 No 7 (The year 2017), 679

will understand vocabulary more quickly. Vocabulary and grammar will develop even better if there is a context related to the world of early childhood.[18]

d) Vocabulary Mastery

Vocabulary mastery is the wealth of vocabulary or words mastered by someone. Adequate vocabulary mastery is needed to carry out communication activities with language. Mastery of more vocabulary allows us to receive and convey broader and more complex information

Vocabulary mastery can be divided into receptive and productive mastery, namely the ability to understand vocabulary is seen in reading and listening activities, while the ability to use vocabulary is seen in writing and speaking activities. Vocabulary mastery is divided into two, namely passive-receptive and active-productive vocabulary mastery. Vocabulary mastery that is receptive-passive is only in the form of the ability to understand the meaning of a word when that word is heard or read in the discourse of others without being accompanied by the ability to use it spontaneously and on one's initiative in the conversation. lecture. Meanwhile, active-productive vocabulary mastery is not only in the form of one's understanding of the meaning of words heard or read but actually on one's initiative and mastery can use them in discourse to express their thoughts.

[18] Ra Nurul Hadina Patum, "Efforts For The Teachings Of Life To Improve Children's Mastery Of English Vocabulary Through Big Book Media" (Early Childhood Islamic Religious Education Study Program, Faculty Of Islamic Religion, Muhammadiyah University, North Sumatra, Medan, 2017/2018)

1) Passive Receptive Mastery

Indicators of passive receptive vocabulary mastery are displayed

in the form of the ability to:

a) Showing objects or demonstrating attitudes, behavior, etc., what is meant by that special word.

Example: Demonstrating or demonstrating a daydream

b) Choose words according to the meaning given from several existing words provided.

Example: Mother's father is nephew/brother-in-law/grandfather/grandfather

c) Choose a word that has the same meaning or is similar to the word

(synonym).

Example: His father is strict: (disciplined/ miserly/ short-tempered/ busy)

d) Choose a word that has the opposite meaning of the word

(antonym).

Example: Risk: harm/accident/death/consequence

2) Active-Productive Mastery

Indicators of active-productive vocabulary mastery are displayed

in the form of the ability to:

a) State the word according to the meaning requested.

Example: Horse-drawn vehicles (maybe gig, Andong ---.)

b) Mention other words that have the same or similar meaning (synonym) with say.

Example: Messy (may be messed up, messed up, messed up, ---.)

c) Mention other words that have opposite meanings (antonyms)

Example: Farewell (may meet, meet, ---.)

d) Explain the meaning of the word with words and use it in a

suitable sentence.

Example:? What does Ib mean?

- Compassion means to feel touched or pity

- The community is sorry to witness the suffering of the victims of the tool disaster [19]

e) Various Vocabulary

There are 4 ways to test vocabulary, namely:

(1) identification: students respond orally or in writing by identifying a word according to its limits or usage;

[19] Rintik Sunariati, Esti Ismawati, Dan Iswan Riyadi, "Hubungan Antara Penguasaan Kosakata Dan Struktur Kalimat Dengan Kemampuan Menulis Karangan Narasi," *Jurnal Pendidikan Bahasa* Vol. 11 N0. 2 (2022)

(2) multiple choice: students choose the correct meaning for the word being tested from three or four constraints;

(3) matchmaking: the words tested are presented in one column and the limits to be matched are presented randomly in another column. This is another form of multiple choice exam.

(4) checking: the student checks the words he knows or doesn't know. He is also required to write down the boundaries of the words he checks.

Vocabulary is a test that is intended to measure students' competency in vocabulary in a particular language, both receptive and productive. Vocabulary is a test of vocabulary mastery that can be divided into passive-receptive mastery and active-productive mastery. the influence of different types of mastery between passive-receptive and active-productive mastery makes the details for each type of mastery different. This difference needs to be understood by developing test items, especially those related to determining the form of the test used. Passive-receptive mastery is more appropriate using objective tests, while active-productive mastery should be limited to subjective tests. In the 2004 curriculum it is explained that the standard for vocabulary mastery for each level is different, namely:

a) Mastery standard of 500-1500 vocabulary (vocabulary) including the category of readers at the beginner level with education from Elementary School (SD) to Junior High School (SMP).

b) Standard mastery of 1500-3000 vocabulary (vocabulary) including the category of readers at the secondary level with high school education (SMA).

c) Standard mastery of more than 3000 vocabularies (vocabulary) including the category of advanced readers with tertiary level education.[20]

states that various factors need to be considered in choosing the vocabulary to be tested, namely:

1) Level and Type of School \

The first factor that needs to be considered in choosing vocabulary test material is the student subject to be tested, whether the student is an elementary, middle, or high school student, general or vocational school. Different levels and types of schools will demand different choices of vocabulary tested. The differences in the vocabulary tested are generally based on the textbooks used for each level and class concerned

2) Vocabulary Difficulty Level

the choice of vocabulary to be tested must consider the level of difficulty, not too easy and not too difficult, or vocabulary test questions that have the appropriate level of difficulty. Regarding the level of cognitive development of students, of

[20] Muh. Usri, "The Relationship Between Indonesian Vocabulary Mastery And Narrative Writing Ability For Students Of Sd Inpres Paccinongan, Gowa District" (Faculty Of Teacher And Educational Sciences Elementary School Teacher Study Program, Universitas Muhammadiyah Makassar 2019)

course, the level of vocabulary difficulty is not the same for students at different school levels. The ease of difficulty scale of a word is usually subjective. Considerations that try to base themselves on certain criteria are to determine the difficulty level of vocabulary based on the frequency of its use. Assessment based on frequency, although it has weaknesses, can consider whether the vocabulary to be tested is appropriate or not.

3) Passive and Active Vocabulary

Vocabulary selection must consider whether it is intended for active or passive mastery tests. Passive vocabulary is a vocabulary for receptive mastery, vocabulary that is only to be understood and not to be used. Active vocabulary is a vocabulary for productive mastery, the vocabulary used to produce language in communication activities.

4) General, Special, and Phrase Vocabulary

General vocabulary is vocabulary in a language that is not a technical term or special vocabulary found in various scientific fields. Taking a special vocabulary in the exam will be detrimental to students who do not have background abilities in the particular field concerned. The vocabulary test must also consider the presence of words that have denotative and connotative meanings, or expressions[21]

5). Kinds of Student Character

[21] *Ibid*

There are at least nine pillars of character that originate from universal noble values as follows:

A. Love God and all His creation

B. Independence and responsibility

C. Honesty/trust

D. Respect and courtesy

e. Generous, helpful, and cooperative

F. Confident and hardworking

G. Leadership and Justice

H. Kind and humble

I. Tolerance, and love peace.

The nine character pillars mentioned above must be taught systematically in a holistic education model.

God's pillar of love and all of His creation is the most important thing in a life that will be full of goodness. In addition, this love for God is also perfected by loving His creation. God's creation is the entire universe and its contents. So, loving His creation means loving fellow human beings, animals, plants, or the whole universe that is in it. People who have such a character will try to behave in love and kindness.

The second pillar is independence and responsibility. After loving God and His creation, the noble character that must be built is independence and responsibility. Many people do things that don't please other people, even harm many parties because someone doesn't have independence. Likewise with responsibility. This is a basic thing that every human being should have. Therefore, everyone should have this sense of responsibility, at least being responsible for themselves.

After a person has a spirit of independence and responsibility, then the pillars of character that must be built in students are honesty as well as a spirit of trust. Honesty and trustworthiness are the keys to one's success in establishing a relationship with anyone. Whoever neglects honesty, especially if he does not have a trustworthy spirit, will be abandoned or disliked by his friends and acquaintances. Not only will they fail in relationships with other people, but people who are dishonest and trustworthy will also commit acts that harm others. In this regard, how many people or even officials who do not have the pillars of honesty and trustworthiness have been found guilty in court?

The fourth character pillar is respect and courtesy. This is an important character that must be present in humans to work together in a peaceful and pleasant life. Humans who do not have respect and courtesy, of course, will find it difficult to live in an association. Such a person would be shunned by others as arrogant and arrogant. Therefore, education needs to build the character of its students so that they

are polite and polite in social interaction. Thus, they will become pleasant individuals.

The fifth pillar that must be built in education is generosity, mutual assistance, and cooperation. Generosity and helpfulness are the virtues that exist in humans. Only people with big hearts can be generous and helpful. This trait does not require a person to be rich before being generous and helpful. Even people who are not rich can have this noble character. If someone is not yet rich, but has a generous and helpful nature, he will assist according to his ability. Therefore, the important thing that must be built in students is generosity and likes to help selflessly.

The sixth character pillar that must be built is self-confidence and hard work. This is very important so that a person can get what he wants, achieve everything that is his dream, or achieve the goals he started in this life. Without having strong self-confidence, someone will easily hesitate in taking a step. Thus, the character of self-confidence must be built in students from an early age. For students' self-confidence to further strengthen their character as successful human beings, it needs to be built together with the character of a hardworking individual.

The seventh character pillar is leadership and justice. Every human being will surely become a leader whether it be a leader for his family, children, environment, country, company, group, organization, or even become a leader for himself. Therefore, every student must be good. A good leadership spirit, of course, must also have a character that can act fairly. Particularly in the sphere of national and state life,

the need for individuals who have the character of leadership and justice is highly expected. Without leadership and justice, the country's address will be headed for destruction.

The eighth character pillar is kind and humble. This is a very important thing for every educated person to have, namely to have good morals and be humble. If educated people do not have good and humble morals, then a lot of damage will occur on this earth. A lack of humble character will also give birth to someone arrogant or conceited. Therefore, education is obliged to build good and humble character in its students.

The nine pillars of character are tolerance, peace, and unity. This is peace and oneness. This is very important to build a peaceful and enjoyable life together. The nine pillars of character are very important, especially if we look at the violence that often occurs in this country. Therefore, differences of opinion, between villages can fight each other to the point of causing loss of life, not only victims of property, but even lives; once again lives are lost. When paying attention to this fact, how we are very concerned. Therefore, education is responsible for building the pillars of the characteristics of tolerance, peace, and unity in each of its students.

The nine pillars of character must be the basis of character education from an early age or what psychologists call the golden age. Many studies have proven that in the end this will determine ability and develop its potential optimally.[22]

C. Theoretical Framework

Memrise is a free online learning tool for students who are familiar with drill functionality on iOS, Memrise can be a sufficient alternative that works on a similar principle. Just like Drill, memrise uses flashcards, but not model words/translations, these flashcards contain mnemonics in the form of short phrases or rhymes, which are easy to remember. Mnemonics take advantage of what is given to secure memory storage; maintaining an orderly arrangement of memory holdings, making them available on demand, and thus virtually replacing most occasions

the vocabulary of a language is all the words that belong to a language. Keraf also refers to this choice of words as diction. The choice of words or diction includes understanding which words are used to convey an idea, how the correct form of word grouping, or the proper use of expressions, and which style is best used in a situation. The following is the scheme of the framework for thinking described in the following research paradigm :

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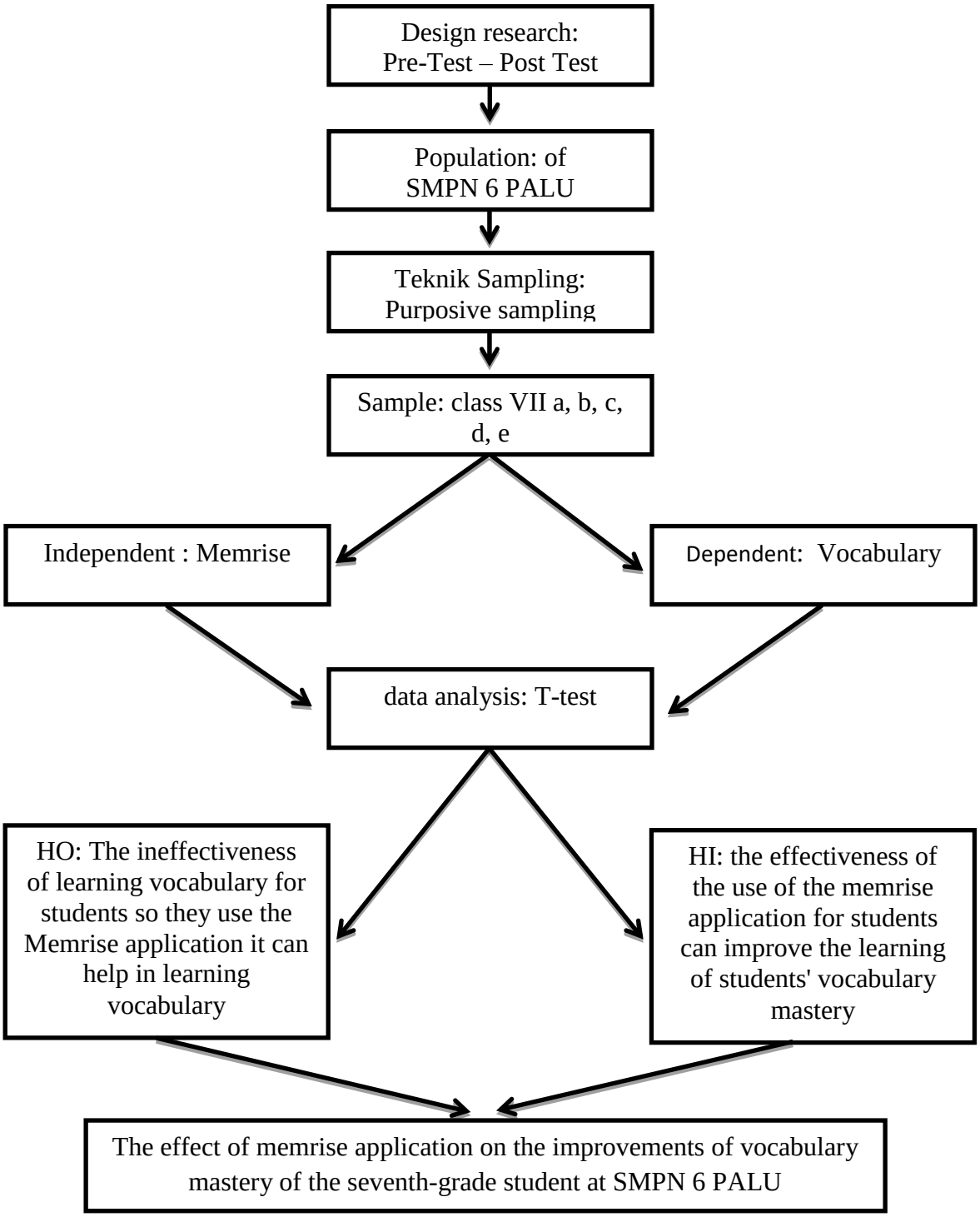
[22] Dessy Fatmasari, *Internalisasi 9 Pilar Karakter Bagi Anak Usia Dini* (Cetakan 1, 2020), 4

Picture 2.2

Framework



CHAPTER III

RESEARCH METHODS

A. Research design

The research method that the authors use in this study is the method quasi experimental research . can be interpreted as a research method used to seeks the effect of certain treatments on others under controlled conditions. The research method that the author uses is often referred to as quasi-experimental. It is called that because this type of experiment does not meet the requirements of the experimental method what can be said scientifically follows certain rules. In this study, a quasi-experimental research method will be used to examine learning to class VII students of SMPN 6 PALU[1]

B. Population and Research Sample

1. Population

The population is defined as the entire object or subject that is in one location and meets certain requirements related to the research problem, or the entire unit or individual within the scope of the research. In addition, the population is a generalization area consisting of objects/subjects with a certain number and characteristics determined by the researcher to be studied and conclusions drawn. From the explanation above, the researcher concludes that the population is an object,

[1]Sugiyono . *Quantitative Research Methods, Qualitative and R&D. Bandung* : Alfabeta.CV (2013).

all members of a group of people, organizations, or groups that have been clearly defined by the researcher.

The population in this study were all students of SMPN 6 Palu. The number of grade VII students of SMPN 6 Palu is 103 people consisting of 5 classes with the following information:

Table 3.1

Population

NO.	Class	The number of students
1	class b	student 35
2	class c	student 35
AMOUNT		student 70

2. **Sample**

The sample is part of the individuals investigated from the entire study population. The sample in the research is representative data, accurate data, or depends on the sample obtained by the researcher. The sample is part of the number and characteristics possessed by the population. What is obtained from the sample, conclusions are drawn for the population. Therefore, samples taken from the population must be truly representative. [2]Sampling from a population can be divided into two categories of sampling techniques. They are probability sampling and *non-*

[2]Sutrisno Hadi , *Statistics* 2, (Yogyakarta: Andi Offset , 2000), 220.

probability sampling techniques . Probability sampling is divided into 6 types, namely *simple random sampling, stratified random sampling, cluster sampling* , *systematic sampling, proportional stratified random,* and *disproportionate stratified random* . Non-probability sampling is divided into 5 types, namely *convenience sampling, purposive sampling, judgment sampling, quota sampling, and snowball sampling* .[3]

The sampling technique in this study is the probability sampling technique . Probability sampling is a sampling technique that provides equal opportunities for each element or member of the population to be selected as a sample. Of the six probability sampling techniques, the researcher used a simple random sampling technique to take samples in this study. Simple random sampling is a technique in which each individual has the same opportunity or opportunity to become a research subject. It is said to be simple because the sampling of members from the population is done randomly without regard to the strata in the population.[4]

3. **Research Ethics**

1. Freedom from suffering

   Research without causing suffering to respondents, especially if the implementation of research uses special actions or treatment.

2. Free from exploitation

[3]Masri Singarimbun and Sofian Effendi, *Survey Research Methods,* (Jakarta: LP3ES 2007), 169.

[4] Ibid.,

Respondents should avoid unfavorable circumstances. the respondent must be informed about the action to be taken and will not be used in matters that may harm the respondent in any form.

3. Risk (benefit ratio)

Researchers must really consider the risks and benefits that will be obtained by respondents in each action.

4. The right to participate/not be a respondent (right to self-determination)

Respondents have the right to decide whether they are willing to become subjects or not.

5. The right to obtain guarantees from the treatment given (right full disclosure)

Researchers must provide detailed information and be responsible if something happens to the subject.

6. Informed consent

Respondents must obtain complete information about the actions and objectives of the research to be carried out so that the respondent has the right to freely participate or refuse to become a respondent. In informed consent, the researcher guarantees that the data obtained will only be used for knowledge development.

7. The right to be kept secret (right to privacy)

Respondents have the right to keep their data confidential then data is taken anonymously (anonymity) and confidentiality (confidentiality).[5]

C. Research variable

Research variable is anything determined by the researcher to be studied in order to obtain information about it and then draw conclusions [6]. Moreover, variable is a concept which has many different values [7]. There are various types of research variables. The types of research variables can vary depending on the research we do. The basis for the differences also varies, starting from their nature, the relationship between variables, the type of measurement scale, and so on. Based on the nature of the relationship between variables, the research variables are divided into two, namely the independent variable and the dependent variable. Independent variables are variables that affect changes that occur in other variables. Changes that occur in a variable are considered to be caused by the independent variable. In contrast to the independent variable, the dependent variable is a variable that is influenced by other

[5] Ade Heryana , Sst , Mkm " Research Ethics " Esa Unggul University Public Health Study Program July 2020

[6]Sugiyono, *Quantitative Qualitative Research Methods and R&D* , (Alfabeta, 2011), 38.

[7]Erwan Agus Purwanto *Quantitative Research Methods, for Public Administration, and Social Problems* (Yogyakarta: Media Style 2007), 42.

variables. The existence of this variable is considered as a result of the existence of independent variables.[8]

D. operational definition

Operational definitions are definitions that are carried out or properties that can be defined that can be observed (observations). [9]The operational definition in this study is as follows:

Table 3.2
Definition operational Variable

NO	Variable	Indicator	Sub-Indicators
1.	Mamaris (X) *Source :* Elly Kolifatur Rosydah, " *Improving No. Order Students' Verb Mastery Using the Memrise Application in Class Two Men in Sidoarjo* (Thesis No. Published: UIN Sunan Ampel Surabaya,), p.	a. Arts And Literature b. Mathematics and Science c. World Experience d. History And Geography e. Profession and Career f. Standard Test g. Trivia h. .Entertainment	a. related to Architecture, Art, Design, Fashion, Film, Literature, Music, Theatre, and Philosophy. b. includes eye-related lectures with vocabulary about Mathematics, Biology, Chemistry, Earth Sciences, Economics, Engineering, Health Sciences, Physics, and Psychology c. learn deep vocabulary categories It covers themes like Animals, Astronomy, Plants, Fruits and Stars d. services which include Memory about Place, System Numbers, and System Card play . e. Studying Business Law and Finance, Computers and Engineering, Medicine, and Health . f. learn vocabulary from TOEFL test g. Categories Art, Music, Literature, Food, Other, History, Geography, Sports And Recreation, Science And Nature, Homeless

[8]Sugiyono, *Quantitative Qualitative Research Methods and R&D* , (Alfabeta, 2011), 39

[9]Sumardi Suryabrata, *Research Methodology* , (Jakarta: PT. Raja Grafindo Persda, 2010), 29.

	37-38. 2018		Symbols, People and S h. This category provides sub-categories like Board games, Yoga, Pokemon , and others related to Entertainment vocabulary.
2.	Vocabulary (Y). Source : Nurgiyantoro, 2014: 282	a. identification b. multiple choice c. matchmaking D. check	a. students respond orally or in writing by identifying the word according to its boundaries or usage. b. students select the correct meaning for the word being tested from three or four constraints. c. the words being tested are presented in one column and the limits to be matched are presented randomly in another column. This is another form of multiple choice exam. d. the student checks the words he knows or doesn't know. He is also required to write down the boundaries of the words he examines

E. Research Instruments

The instrument is a tool used in research to collect data from a subject under study. To facilitate data collection and data analysis, in this study the authors used a research instrument in the form of test questions

1. test questions

The questions used in this study were pre-test and post-test questions in the form of essays, each with 2 questions related to the indicators specified in the lesson plans. Sheets of instrument questions or pretest questions, as well as posttest

questions for the experimental class and control class can be seen in the attachment to the post questions[10]

A). Pre-test

The pretest is used when the delivery of material will take place with the aim of knowing how far the material or material to be taught can be mastered by students. The test material provided must be relevant to the material to be taught.

B). Post-test

This test is better known as the post test. This test is carried out at the end of the learning process of a material to determine the extent to which students understand the material and the important points of the material being studied. The material of this test relates to material that has been taught to students before. The goal is that the teacher can find out which is better than the results of the two tests on student understanding.

Example: the author shares the post test link through the Whatsapp group to then be answered by the target community. It was found that there were still some students who were wrong in answering the post-test questions

F. Technique of data analysis

[10]-tests of the experimental class and control class can be seen in the appendix Aina Asrina Asbi , " Effectiveness of Using Audio-Visual-Based Learning Media on Indonesian Language Learning Outcomes of Grade VIII Students of SMP Negeri 1 Bontonompo" (Educational Technology Study Program, Faculty of Teacher Training and Education, University of Muhammadiyah Makassar, Year 2019) the experimental class and control class can be seen in the appendix Aina Asrina Asbi, "Effectiveness of Using Audio-Visual-Based Learning Media on Indonesian Language Learning Outcomes of Class VIII Students of SMP Negeri 1 Bontonompo" (Educational Technology Study Program, Faculty of Teacher Training and Education, University of Muhammadiyah Makassar , Year 2019)

1. Descriptive analysis

Descriptive analysis is a research method in a way collect data in accordance with the actual then the data is compiled, processed and analyzed to be able to provide an overview of the existing problems. In descriptive analysis data is usually displayed in the form of regular tables or frequency tables, graphs, bar charts, line charts, pie charts, measures of data concentration, measures of data distribution and so on.[11]

2. Normality test

The normality test is used to determine whether the error terms approximate a normal distribution. If the number of observations exceeds 30, no normality test is required because the distribution of the sampling error term is close to normal. If for example using 285 observations, the normality test can be ignored[12]

3. Paired sample t-Test

Paired sample t-Test is a different test of two paired samples. Paired samples are the same subject, but experience different treatment. This different test model is used to analyze the research model before and after. paired sample t-test is one of the

[11] Nur Wahyuning Sulistyowati, "Analysis Of Financial Statements As A Tool For Assessing The Financial Performance Of Pt Pelabuhan Indonesia Iii Surabaya" Journal Of Accounting And Education Vol. 4 No. 2 (2015)

[12] Andre Hernediatoro, "The Influence Of Company Performance And Economic Conditions On Stock Return With The Intervalling Method (Case Study On Lq 45 Stocks)" (Study Program Master Of Management Post Graduate Program Diponegoro University Semarang 2005)

test methods used to assess the effectiveness of the treatment, marked by the difference in the mean before and after the treatment is given.[13]

4. **Homogeneity test**

Homogeneity test is a statistical test procedure that aims to show that two or more groups of data samples are taken from populations that have the same variance[14].

5. **Independent sample t test**

The independent sample t test is used to determine whether there is a difference in the mean of two unpaired samples. The basic requirements in the independent sample t test are data that are normally distributed and homogeneous (not absolute). From the results of the analysis of the normality test and homogeneity test, the conclusions obtained are that the data are normally distributed and homogeneous.[15]

[13] Sabda Risky Juliana, "Analisis Kinerja Keuangan Perusahaan Sebelum Dan Sesudah Melakukan Initial Public Offering (Ipo)" Jurnal Akuntansi Vol. 17 No. 2 (2023)

[14] Sri Wijaya, "Uji Homogenitas Sebagai Syarat Pengujian Analisis"Jurnal Pendidikan ,Sains, Sosial Dan Agama Vol. 8 No. 1 (2022)

[15] M Askari Jakariah, "Analisi Statisrrik Dengan Spss Untuk Penelitian Kuantitatif" Cetakan Pertam Bulan (Januari 2021)

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The results of this study are based on the results of data analysis. The vocabulary test consists of a pre-test and a post-test. A pre-test was given to find out the increase in students' vocabulary skills before being given treatment using the Memrise application, and a post-test was given to find out the increase in students' vocabulary skills after being given treatment.

The pre-test is a test conducted to measure students' initial abilities before being given treatment. The pre-test was conducted at the initial meeting on July 26 2023. Then the results of the pre-test were assessed based on several categories according to the scoring. rubrics that researchers make such as: multiple choice and blank/complete fields.[1]

The post-test is a final test that aims to find out whether there is a significant increase in students' speaking ability in variable Y after being given treatment in the control class. The post-test is the same as the pre-test. In addition, the results of the post test are used as a comparison and evidence of the success or failure of a hypothesis.[2]

[1] Aina Asrina Asbi , " The Effectiveness of Using Audio Visual-Based Learning Media on Indonesian Language Learning Outcomes of Grade VIII Students at SMP Negeri 1 Bontonompo " Educational Technology Study Program, Faculty of Teacher Training and Education, Muhammadiyah University (Makassar 2019)

[2] Ibid

1. **Pretest and Posttest Values in Experimental Class VII B**

In this study, the experimental class was class VII B with 35 students. Where this class is given material that can add to students' vocabulary as a treatment. After giving the pre-test at the first meeting, the researcher gave treatment for 2 meetings using the memrise application which can increase students' vocabulary and gave a post-test at the end of the meeting. The following is the data from the pre-test results

Table 4.1
Class VII B Pre-test Experiment Value

NO	Name	**Pre-Test Experiment Class**			
		Lots of questions	Answer		Score
			Correct	Wrong	
1	MA	10	6	4	60
2	IK	10	5	5	50
3	AR	10	5	5	50
4	SIL	10	6	4	60
5	VVS	10	7	3	70
6	DA	10	6	4	60
7	RF	10	7	3	70
8	CL	10	7	3	70
9	NI	10	8	2	80
10	NP	10	7	3	70
11	AL	10	10	0	100

12	A A	10	7	3	70
13	IKA	10	8	2	80
14	ENG	10	7	3	70
15	RK	10	6	4	60
16	AJ	10	7	3	70
17	NU	10	6	4	60
18	AB	10	7	3	70
19	NK	10	10	0	100
20	PA	10	8	2	80
21	A	10	5	5	50
22	AB	10	5	5	50
23	BF	10	10	0	100
24	AU	10	10	0	100
25	NH	10	10	0	100
26	NP	10	6	4	60
27	MA	10	5	5	50
28	MP	10	6	4	60
29	JF	10	5	5	50
30	EN	10	6	4	60
31	AA	10	10	0	100
32	DN	10	10	0	100
33	IC	10	9	1	90
34	RR	10	6	4	60
35	YA	10	7	3	70

Based on the results of the experimental class pre-test presented in table 4.1, the authors found 6 students who got the lowest score of 50 , 9 students who got a score of 60, there were 9 students who got a score of 70, there were 3 students who got a score of 80 there was 1 student who got a score of 90, there are 7 who get a score of 100. This shows that the students' vocabulary skills in the pre-test of the experimental class were relatively low.

Table 4.2
Class VII B Post-test Experiment Value

NO	Name	**Pre-Test Experiment Class**			
		Lots of questions	Answer		Score
			Correct	Wrong	
1	MA	10	7	3	70
2	IK	10	7	3	70
3	AR	10	7	3	70
4	SIL	10	8	2	80
5	VV	10	8	2	80
6	DA	10	8	2	80
7	RF	10	7	3	70
8	CL	10	7	3	70
9	NI	10	9	1	90
10	NP	10	7	3	70
11	AL	10	10	0	100
12	AA	10	9	1	90
13	IK	10	8	2	80
14	ENG	10	8	2	80

15	RK	10	8	2	80
16	AJ	10	7	3	70
17	NU	10	8	2	80
18	AB	10	8	2	80
19	NK	10	9	1	100
20	PA	10	7	3	9 0
21	A	10	7	3	70
22	ACM	10	7	3	70
23	BF	10	7	3	100
24	AU	10	10	0	100
25	NH	10	7	3	10 0
26	NP	10	7	3	70
27	MA	10	9	1	90
28	MP	10	7	3	70
29	JF	10	8	2	80
30	EN	10	7	3	70
31	A A	10	8	2	100
32	DN	10	8	2	100
33	IC	10	7	3	100
34	RR	10	8	2	80
35	YA	10	8	2	80

Based on the post-test results of the experimental class presented in table 4.2, the authors found that there were 12 students who scored 70, 11 students who scored 80, 4 students who scored 90, and 8 students who scored the highest score

of 100. This shows that vocabulary skills said the students in the experimental class post-test was good

2. **Pretest and posttest values in control class VII C**

In this study the control class was class VII C which consisted of 35 students. This class is given conventional methods as treatment. After giving a pre-test at the first meeting, the researcher gave a post-test at the last meeting. And the post-test results are described as follows:

Table 4.3
Class VII C mastered the Pre-test Value

NO	Name	**Pre-Test Experiment Class**			
		Lots of questions	Answer		Score
			Correct	Wrong	
1	IS	10	5	5	50
2	ER	10	6	4	60
3	SAD	10	5	5	50
4	WE	10	5	5	50
5	MFP	10	4	7	40
6	LPJ	10	5	5	50
7	IK	10	4	7	40
8	AE	10	5	5	50
9	TW	10	6	4	60
10	BS	10	6	4	60
11	TN	10	4	6	40
12	RV	10	5	5	50

13	Sir	10	5	5	50
14	MDN	10	6	6	60
15	NA	10	4	6	40
16	BI	10	5	5	50
17	MGA	10	7	3	70
18	MA	10	7	3	70
19	MM	10	5	5	50
20	NSK	10	6	4	60
21	SH	10	6	4	60
22	NS	10	7	3	70
23	II	10	5	5	50
24	NEF	10	4	6	40
25	CF	10	7	3	70
26	VM	10	5	5	50
27	BS	10	4	6	40
28	ARP	10	5	5	50
29	HJS	10	4	6	40
30	NKC	10	5	5	50
31	NJ	10	5	5	50
32	FM	10	5	5	50
33	IC	10	6	4	60
34	NKC	10	5	5	50
35	GA	10	9	1	90

Based on the results of the experimental class pre-test presented in table 4.3, the authors found that there were 7 students who got the lowest score of 40, there were 16 students who got the 50 there are 7 students who get a score of 60 there are 4 students who get a score of 70 there is 1 student who gets the highest score of 90. This shows that the students' vocabulary skills in the pre-test of the experimental class are relatively low

Table 4.4
Class VII C mastered the posttest scores

NO	Name	**Post Test Experiment Class**			
		Lots of questions	Answer		Score
			Correct	Wrong	
1	IS	10	7	3	80
2	ER	10	7	3	70
3	SAD	10	8	2	80
4	WE	10	8	2	80
5	MFP	10	8	2	80
6	LPJ	10	7	3	70
7	IK	10	8	2	80
8	AE	10	7	3	70
9	TW	10	7	3	70
10	BS	10	8	2	80
11	TN	10	8	2	80
12	RV	10	8	2	80
13	SIR	10	7	3	70
14	MDN	10	7	3	70

15	NA	10	8	2	80
16	BIG	10	8	2	80
17	MGA	10	8	2	80
18	MA	10	9	1	90
19	MM	10	8	2	80
20	NSK	10	7	3	70
21	SH	10	8	2	80
22	NS	10	7	3	70
23	II	10	9	1	90
24	NEF	10	8	2	80
25	CF	10	7	3	70
26	VM	10	8	2	80
27	BS	10	8	2	80
28	ARP	10	9	1	90
29	HJS	10	7	3	70
30	NKC	10	9	1	90
31	NJ	10	10	0	100
32	FM	10	8	2	80
33	IC	10	9	1	90
34	NKC	10	10	0	100
35	GA	10	8	2	80

Based on the post-test results of the experimental class presented in table 4.4, the authors found that there were 10 students who scored 70, 10 students who scored 80, 5 students who scored 90, and 2 students who scored the highest 100.

This shows that the students' vocabulary skills in the post-test experimental class are good

The results of the post test above show that in the control class there are still some students who get low scores while in the experimental class there is an increase in student scores. Furthermore, to prove scientifically, the researcher uses SPSS 25 to test whether the data is normally distributed and homogeneity

Table 4.5
Normality Test Post-test and Pre-test

	Class	Descriptive statistics				
		N	Minimum	Maximum	method	std. Distribution
Results	Experimental Pre-Test	35	50	100	71,43	17,346
	Post Test Experiment	35	70	100	79,43	8,38
	Pre-Test Control	35	40	90	53,43	11,099
	Post Test Control	35	70	100	82,28	11,653
	N valid (by list)	35				

Data Source: SPSS 2023 Output

Based on decision making in the Kolmogorov-Smirnov normality test, namely; if the significance value (Sig) > 0.05 then the data is normally distributed. In addition, the normality test above shows that the significance of the pretest and posttest of both classes is > 0.05 or greater than 0.05.[3]

[3] Nalar Agustin1, Solihin Ichas Hamid , " The Influence of the Vct Learning Model on Students' Moral Reasoning in Pkn Elementary Learning " *Journal of Community Moral* Vol.2, No.1, (June 2017)

Table 4.6
Homogeneity Test Pre-test and Post-test

Variance Homogeneity Test

	Kolmogorov- Smirnov [a]				Shapiro-Wilk		
	Class	Statistics	df	Sig.	Statistics	df	Sig.
Results	Experimental pretest	,219	35	,566	,861	35	,900
	Post-test experiment	,268	35	.036	,789	35	,073
	Pretest control	,298	35	,556	,835	35	,568
	Posttest control	,273	35	,264	,828	35	,336

Data Source: SPSS 2023 Output

Based on the output above it is known that the significance value (Sig.) for all data in both the Kolmogorov-Smirnov and Shapiro-Wilk tests is > 0.05, it can be concluded that the research data is normally distributed[4]

4.7
Paired Sample Test

	Pair Differences							
				95% Confidence Interval of Difference				
	Method	St. Deviation	Mean Std Error	lower _	On	Q	df	Sig. (2-tails)

[4] Ibid

PreEx-PostEx	-8,000	17,789	3,006	-14,110	-1,889	-2,660	34	,012
PreCon-PostCon	-28,857	16,763	2,833	-34,615	-23,098	-10,184	34	,000

Data Source: SPSS 2023 Output

Based on the results of the t-test the effect of the memrise application variable on increasing student vocabulary presented in table 4.7, the t-count value is -2.660 < from t-table 1.68957 and the significance value is 0.012, the significance value is greater than 0.05 (> = 0 .05) then H0 is accepted and H1 is not accepted. This means that the memrise application has a positive and significant effect on increasing students' vocabulary at SMPN 6 Palu.

The results of the t-test for the effect of the independent memrise application variable on increasing student vocabulary are presented in table 4.7. The t-count is -10.18 < from t-table 1.68957 and the significance value is 0.000. The significance value is less than 0.05 (< = 0.05), then H0 is rejected, H1 is accepted. This means that the independent memrise application has a positive and significant effect on increasing students' vocabulary at SMPN 6 Palu.

Based on output pair 1, Sig. (2-tailed) of 0.12 > 0.05, it can be concluded that there is a difference in the average student learning outcomes for the pretest and posttest experiments. And based on the second output obtained with a Sig (2-tailed) value of 0.00 <0.05, it can be concluded that there is a difference in the average student learning outcomes for the experimental class and the control class. Likewise,

based on table 4.7 above, it shows that the alternative hypothesis is accepted and the use of the memrise application is more effective for increasing the vocabulary of class VII students of SMPN 6 Palu.[5]

B. Results Discussion

The results of this study indicate that students' scores become higher after being given treatment in the experimental class using the Memrise application for students in that class . Based on output pair 1, Sig. (2-tailed) of 0.12 > 0.05, it can be concluded that there is a difference in the average student learning outcomes for the pretest and posttest experiments. And based on the second output obtained with a Sig (2-tailed) value of 0.00 <0.05, it can be concluded that there is a difference in the average student learning outcomes for the experimental class and the control class. Likewise, based on table 4.7 above, it shows that the alternative hypothesis is accepted and the use of the memrise application is more effective for increasing the vocabulary of class VII students of SMPN 6 Palu.

Based on the experimental results of Class VII B with a total of 35 students. Where this class is given material that can add to students' vocabulary as a treatment. After giving the pre-test at the first meeting, the researcher gave treatment for 2 meetings using the memrise application which can increase students' vocabulary and gave a post-test at the end of the meeting. Based on the results of the experimental class pre-test presented in table 4.1, the authors found 6 students who got the lowest

[5] Ibid

score of 50 , 9 students who got a score of 60, there were 9 students who got a score of 70, there were 3 students who got a score of 80 there was 1 student who got a score of 90, there are 7 who get a score of 100. This shows that the students' vocabulary skills in the pre-test of the experimental class were relatively low.

After doing the introduction to the memrise application students more easily understand English vocabulary. Based on the results of the experiment, after the writer gave an understanding of how to use the memrise application to class VII B students. Post -test class VII B experiments presented in table 4.2, the writer found that there were 12 students who got a score of 70, there were 11 students who got a score of 80, there were 4 students who get a score of 90 there are 8 students who get a score the highest is 100. This shows that the students' vocabulary skills in the post-test of the experimental class are good .

In this study the control class was class VII C which consisted of 35 students. This class is given conventional methods as treatment. After giving a pre-test at the first meeting, the researcher gave a post-test at the last meeting. Based on the results of the experimental class pre-test presented in Table 4.3, the authors found that there were 7 students who got the lowest score of 40, there were 16 students who got a score of 50. There were 7 students who scored 60, 4 students who scored 70, and 1 student who scored the highest score of 90. This shows that the students' vocabulary skills in the experimental class pre-test were relatively low .

Based on the post-test results of the experimental class presented in table 4.4, the authors found that there were 10 students who scored 70, 10 students who scored 80, 5 students who scored 90, and 2 students who scored the highest 100. This shows that the students' vocabulary skills in the post-test experimental class are good . The results of the post test above show that in the control class there are still some students who get low scores while in the experimental class there is an increase in student scores.

The purpose of the mamrise application is to improve students' competence in learning English on the TOEFL test to support their abilities. The method used in this study is a qualitative and quantitative descriptive method by giving a TOEFL pre-test and post-test. The results of the introduction of this application are shown from the introduction of this application which is shown from the results of the post-test. The post-test results show that the mamrise application plays a role in increasing students' knowledge . Therefore Indonesian people need to learn English. The purpose of language learning is to be able to communicate both orally and in writing with the language being studied. There are four skills that must be mastered when learning English, namely listening, speaking, reading, and writing skills. These language skills are related to each other and also to achieve language learning goals and learn language components such as structure, vocabulary, and pronunciation.[6]

[6]*Ibid*

At the first meeting the researcher introduced himself to the students then the students were given pre-test questions, then the researcher distributed the pre-test questions to the students then the researcher conditioned the students to be ready to carry out the pre-test and the researcher stimulated students to answer questions according to the abilities of each student .

Each student is given a pre-test question then students are asked to answer the questions on the pre-test sheet so that all can be answered. While students are carrying out learning activities the researcher goes around the class to see if the activities carried out by students are running smoothly or not. If students experience difficulties, researchers will help guide students. After the pre-test activities are finished, each student who has answered the pre-test questions on the student's pte-test answers will be collected to the class leader and then the class leader will collect the student answer sheets to the researcher. Before the class ends, the researcher will open the session. questions to students who want to ask about the pre-test questions they have worked on earlier after the question session is over the researcher closes class learning and will continue the second meeting in the next schedule

At the second meeting the researcher gave material treatment on the use of learning using the memrise application to increase students' vocabulary in the first material the researcher introduced the features in the memrise application the researcher taught the language features in the memrise application and how to use language features in the memrise application There are two languages that are free or

don't pay for their use, namely English and German, in the Memrise application there are all foreign languages in the Memrise application and can be used when making payments or subscribing there are two three paying options, the first subscribes for only 1 month, the second subscribes for 1 year and the third is a lifetime subscription. After finishing explaining how to use it in choosing a foreign language the researcher enters the homepage feature in the homepage feature the researcher explains to students how to use the feature in the homepage feature there are ways to make payments or subscribe in the memrise application and the homepage feature also has price cuts or discounts in making payment or subscription.

Furthermore, the researcher teaches students about the use of learning features in learning features, there are several learning listening, speaking, reading, and writing, these four lessons are put together in one learning model such as introductory learning models, traveling to find a place to stay, family member relationships, transportation, and there are still many more in the learning feature learning the user is required to answer all the questions in the learning feature and the results of the number of wrong and correct questions will appear after the answers are answered the researcher also helps students who have difficulty using learning learning features.

after the learning feature learning is finished the researcher enters the immersion feature in the immersion feature the researcher teaches about the use of immersion feature learning in the memrise application in the immersion feature there are video snippets of different durations in each video and learning will appear after

watching immersion video snippets that are directly related to Video footage that has been watched in the immersion feature of the researcher also helps students who have difficulty using the immersion feature learning.

after the researcher teaches students about using the immersion feature the researcher enters the last feature, namely the communication feature, the researcher teaches students how to use the communication features on the memrise application in the communication feature there is direct conversation learning with users of the memrise application in the communication feature there are several models of conversational learning such as greeting the hotel receptionist, conversation ordering your favorite copy, conversation where are you from, conversation meeting someone at a new job, conversation your favorite sport, conversation about family and many more after the researcher finished teaching students about using the communication feature the researcher closed the class lesson and continue learning the post-test on the next schedule.

At the last meeting the researcher gave the post-test treatment to the students then the researcher distributed the post-test questions to the students then the researcher conditioned the students to be ready to carry out the post-test and the researcher stimulated the students to answer questions according to the abilities of each student.

Each student is given a pre-test question then students are asked to answer the questions on the post-test sheet so that all can be answered. While students are

carrying out learning activities the researcher goes around the class to see if the activities carried out by students are running smoothly or not. If students experience difficulties, researchers will help guide students. After the pre-test activities are finished, each student who has answered the post-test questions on the post -test answers of the students will be collected to the class leader and then the class leader will collect the student answer sheets to the researcher. Before the class ends, the researcher will open the session. questions to students who wanted to ask about the post-test questions they had worked on earlier after the questioning session was over the researcher closed class learning.

Based on the results of the t-test the effect of the memrise application variable on increasing student vocabulary presented in table 4.7, the t-count value is -2.660 < from t-table 1.68957 and the significance value is 0.012, the significance value is greater than 0.05 (> = 0 .05) then H0 is accepted and H1 is not accepted. This means that the memrise application has a positive and significant effect on increasing students' vocabulary at SMPN 6 Palu.

The results of the t-test for the effect of the independent memrise application variable on increasing student vocabulary are presented in table 4.7. The t-count is -10.18 < from t-table 1.68957 and the significance value is 0.000. The significance value is less than 0.05 (< = 0.05), then H0 is rejected, H1 is accepted. This means that the independent memrise application has a positive and significant effect on increasing students' vocabulary at SMPN 6 Palu.

Based on output pair 1, Sig. (2-tailed) of 0.12 > 0.05, it can be concluded that there is a difference in the average student learning outcomes for the pretest and posttest experiments. And based on the second output obtained with a Sig (2-tailed) value of 0.00 <0.05, it can be concluded that there is a difference in the average student learning outcomes for the experimental class and the control class. Likewise, based on table 4.7 above, it shows that the alternative hypothesis is accepted and the use of the memrise application is more effective for increasing the vocabulary of class VII students of SMPN 6 Palu.

Previous research

The results of this study indicate that students' scores become higher after being given treatment in the experimental class using Personal Vocabulary Notes (PVN). The students in the experimental class showed their improvement over the control class. Thus Personal Vocabulary Notes (PVN) are very useful for increasing student vocabulary.

In short, the alternative hypothesis of this study will be accepted if the t-count is higher than the t-table. Meanwhile, if the t-count is smaller than the t-table, it means that the alternative hypothesis will be rejected. The results of the data analysis show that the t-count (4.214) is higher than the t-table (1.699). it can be concluded that Ha was accepted and the use of Personal Vocabulary Notes (PVN) to increase the vocabulary of class VIII students of SMPN 3 Palu

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusion

The results of this study indicate that students' scores become higher after being given treatment in the experimental class using the Memrise application for students in that class . Based on output pair 1, Sig. (2-tailed) of 0.12 > 0.05, it can be concluded that there is a difference in the average student learning outcomes for the pretest and posttest experiments. And based on the second output obtained with a Sig (2-tailed) value of 0.00 <0.05, it can be concluded that there is a difference in the average student learning outcomes for the experimental class and the control class. Likewise, based on table 4.7 above, it shows that the alternative hypothesis is accepted and the use of the memrise application is more effective for increasing the vocabulary of class VII students of SMPN 6 Palu.

B. Suggestion

1. To the teacher

Teachers have an important role and great influence on student learning success. Teachers must be more creative in choosing learning techniques in the classroom so that students do not feel bored and can easily understand the material being taught.

2. To Students

It is expected that students should be more active during the English teaching and learning process in class. Students must repeat at home the material that has been given by the teacher.

3. For Future Researchers

For other researchers, the results of this study can be used as basic information or references about the use of the Memrise application to increase students' vocabulary for further research in conducting similar research

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DOCUMENTATION IN CLASS VII B

First day introduction

Pre-test learning

memrise application learning

memrise application learning

third (last) day

post-test learning

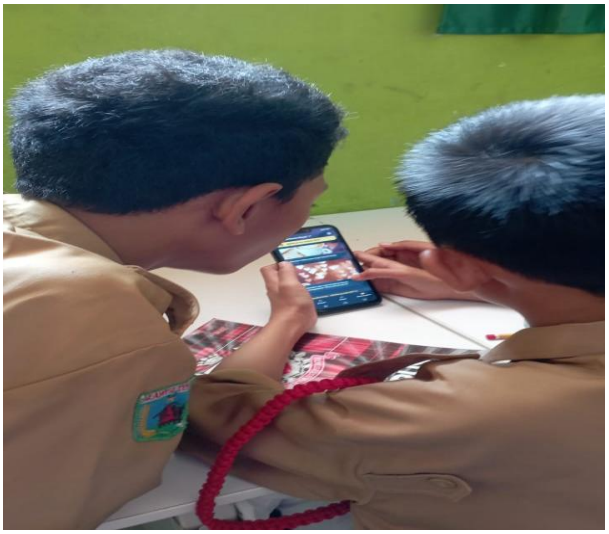
DOCUMENTATION IN CLASS VII C

First day introduction

Pre-test learning

memrise application learning

memrise application learning



third (last) day

post-test learning

DAFTAR RIWAYAT HIDUP

A. Identitas Diri

Nama	**:**	**Magfirah**
Tempat, Tanggal Lahir	**:**	**Kasimbar, 9 Agustus 2000**
Jenis Kelamin	**:**	**Perempuan**
Anak Ke	**:**	**1**
NIM	**:**	**19.1.16.0054**
Agama	**:**	**Islam**
Status	**:**	**Belum Menikah/Pelajar**
Alamat Sekarang	**:**	**Jln. Tolambu**
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Email	**:**	**Magfirafira373@gmail.com**

B. Riwayat Pendidikan

A. SDN (Tahun Kelulusan)	**:**	**SDN 2 Kasimbar (2013)**
B. SMP (Tahun Kelulusan)	**:**	**SMP 1 Kasimbar (2016)**
C. SMA (Tahun Kelulusan)	**:**	**SMAN 1 Kasimbar (2019)**

C. Pengalaman Organisasi

1. Koordinator Advokasi MANPA UINDK Palu 2021

2. Bendahara HMPS UINDK Palu 2021

3. Anggota Kaderisasi MANPA UINDK Palu 2022

4. Bendahara Gerakan Mahasiswa Parigi Moutong (GEMA) 2022