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Teaching English Vocabulary Using the Memrise App

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ABSTRACT
The group of words in a language that individuals are familiar with, comprehend, and utilize to communicate concepts and meaning is known as their vocabulary. The practice of teaching pupils to comprehend and use words in a language more efficiently is known as the teaching of vocabulary. The purpose of this study is to ascertain how the Memrise app is used in instructional activities. The design of this research was observational research where the researcher only observed and recorded data without performing any intervention or manipulation. The research conducted in SMK Sore Tulungagung in the academic year 2024-2025. The Memrise app serves as an educational platform that aids students in learning vocabulary and a number of other disciplines via a website or mobile application. Memrise is accessible on all platforms and can be downloaded from the App Store or Google Play. It is accessible through a webpage on a desktop. Two of Memrise's main features are spaced repetition and the use of mnemonic devices. These features optimize learning by practicing words and phrases at intervals suitable for each learner's ability. This application also uses gamification features like points, levels, and other rewards to motivate students once they complete the courses. Memrise also incorporates multimedia components including audio, video, and graphics to add excitement to the learning process. To make learning more interesting, Memrise also uses multimedia elements, such as audio, video, and graphics. Furthermore, Memrise provides community tools that let users interact with one another, provide advice, and take part in conversations.

Keywords: Vocabulary, Teaching, Memrise

INTRODUCTION

Language is one of the most important components of communication. English proficiency is now required at all levels of Indonesia's educational system (Boy Jon et al., 2021). Vocabulary is the first thing people need to learn when learning a language. A key element of language is vocabulary, which is also essential for learning English. Furthermore, Wangsa et al. (2023) stress that vocabulary is the cornerstone of language learning. Vocabulary is essential to language since it is a means of communication, claim Sari et al. (2021).

Even though vocabulary plays a crucial part in language learning, many Indonesian students struggle to learn English, which includes having little vocabulary (Komari et al., 2022). Both internal and external influences have an impact on the learning outcomes of students. While teaching diversity, learning medium, and facilities are external elements, internal factors include students' motivation, self-confidence, and capacity to comprehend instructional information.

Lack of exposure to media jargon is one obstacle that pupils face when learning English. As a result, educators should be able to locate and employ cutting-edge media to

improve students' vocabulary and enthusiasm for vocabulary acquisition. Teachers can effectively teach vocabulary by using a variety of media, as is well known (Dewa et al., 2024). Applications for language learning are one example of how educational media must change to keep up with the times in this digital age. According to Lubis et al. (2023), technology and media have an impact on schooling.

Memrise is an online tool that uses gamified and interactive learning experiences to improve vocabulary acquisition. A learning tool called Memrise helps students and teachers alike learn languages. Teacher of SMK Sore Tulungagung applied Memrise to teach vocabulary to their students. The researcher observed how the teacher applied this media in her class.

LITERATURE REVIEW

Vocabulary is defined by Clouston & Farell (2021) as the words in a language that convey particular meanings. It involves a number of elements, such as word usage, word form, and word meaning. Alqahtani (2015) asserts that vocabulary includes the entire collection of terms required to convey concepts and convey meaning. Furthermore, vocabulary is the collection of words in a language that people can recognize and remember, according to Bishry (2018).

Vocabulary is one of the most important language skills that learners need to acquire, claims Ur (2022). Furthermore, vocabulary is essential to comprehending a language's meaning, according to Alqahtani (2015).

According to Nordin et al. (2024), vocabulary is essential for the development of the four main language skills—speaking, listening, reading, and writing. A kid who has a large vocabulary is better able to comprehend and utilize language. Thus, it is crucial to concentrate on vocabulary development in order to give children the tools they need for successful academic performance and effective communication (Clouston & Farell, 2021).

According to Sirait et al. (2022), teaching vocabulary is a process that tries to improve students' comprehension and usage of language words. Teaching vocabulary is the process of enhancing pupils' vocabulary through the application of suitable techniques (Duha, 2024). As a result, teaching vocabulary should employ a variety of techniques that increase student engagement and improve learning outcomes. According to Rofiqoh & Kartikawati (2024), teachers require media in order to teach and learn vocabulary. The sender and the recipient use the media as a communication instrument. In order to teach vocabulary, teachers might use a variety of mediums. Multimedia, which incorporates text, music, graphics, animations, and videos to introduce vocabulary, is one type of media that can be utilized (Nisa et al., 2023).

One of media that can be used to learn English is Memrise. Through a website or mobile application, the Memrise app functions as an educational platform that helps students learn vocabulary and a variety of other subjects. Memrise is defined as a learning platform that uses digital flashcards as a memory aid and is available via both a website and an application (Laxman & Naik as referenced in Hendrisa & Aruan, 2024). Memrise is accessible on all platforms and can be downloaded from the App Store or Google Play.

It is accessible through a webpage on a desktop. In 2009, Ed Cooke, Ben Whately, and Greg Detre founded this app, which offers over 150 language classes in 25 different languages. The application of mnemonic devices and spaced repetition are two of Memrise's primary characteristics. By rehearsing words and phrases at intervals

appropriate to each learner's capacity, these features maximize learning. In order to encourage students once they finish the courses, this program also makes use of gamification features like points, levels, and extra incentives. To make learning more interesting, Memrise also uses multimedia elements, such as audio, video, and graphics. Furthermore, Memrise provides community tools that let users interact with one another, provide advice, and take part in conversations.

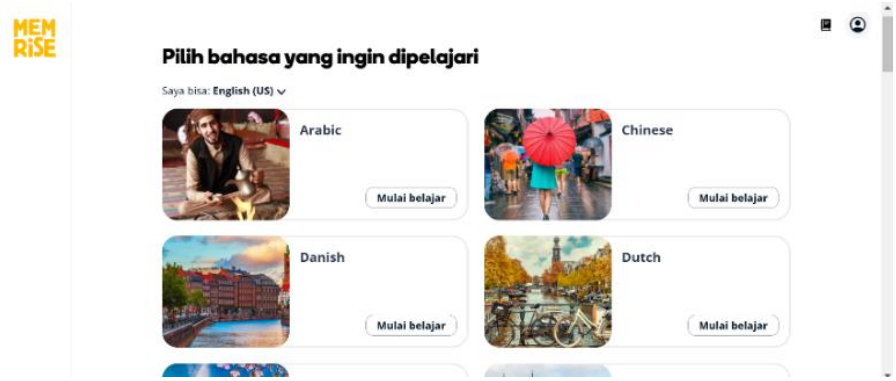
Students can choose a username, establish an account, or check in with their Google or Facebook account Memrise when they first access the application or website.

Figure 1. Log in or Sign up Menu Display



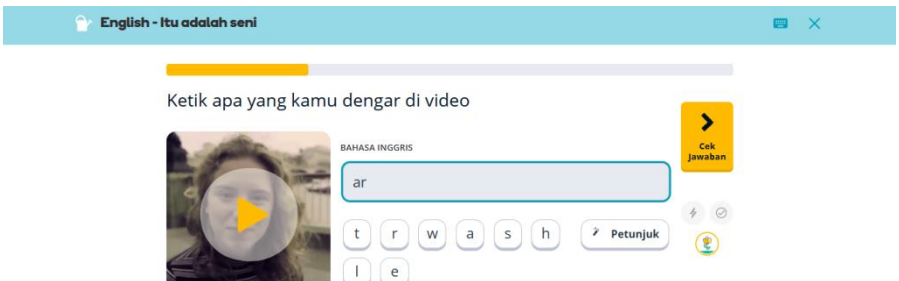
Students will be prompted to choose a course to take after registering an account. Students can browse courses by category in this menu, including the language and subject they wish to learn.

Figure 2. Start the Course Display



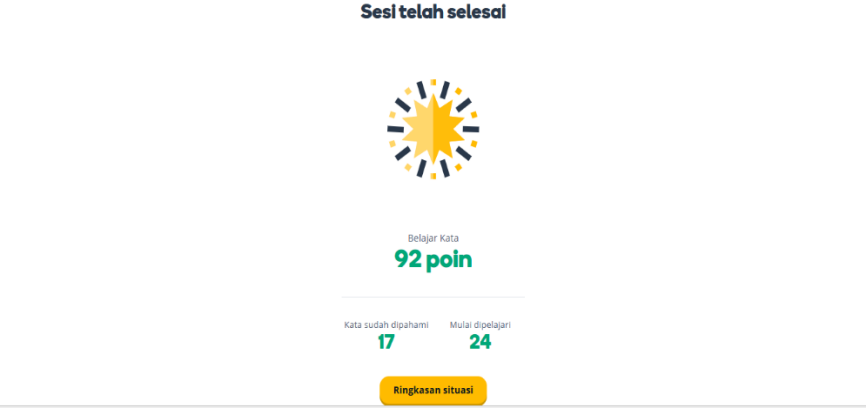
Students can begin using this program to acquire vocabulary after choosing a topic. To begin the learning session, click on the selected subtopic. The new vocabulary and pronunciation will be displayed by the program.

Figure 3. Start The Course display



The reward menu will appear once the exercise is finished. Students can visit the reward menu, which shows their scores and a summary of the vocabulary they have acquired.

Figure 4. Review display



Memrise has several advantages to learn English vocabulary. A wide range of languages and subjects with varying degrees of difficulty are offered by this application (Nikishova & Kryvonosova, 2022). Besides, points, levels, and other intriguing features are examples of gamification aspects used in this program (Hendrisa & Aruan, 2024). This app offers brief recordings of native speakers that aid in introducing proper pronunciation and intonation

Using the Memrise app to teach vocabulary is in line with Richard Mayer's Cognitive Theory of Multimedia Learning (CTML). Effective learning happens when words (like spoken or written material) and images (like pictures, animations, films, or immersive virtual reality) are combined, according to Mayer (2024).

In order to help students acquire vocabulary, Memrise uses multimedia components such as images, sounds, animations, and movies. Teachers can make lessons more interesting and aid students in understanding vocabulary by combining Memrise's features with this approach. This combo helps pupils acquire language more easily and enjoyably.

Teachers in formal education are in charge of instructing students in accordance with the pertinent curriculum and syllabus. As a result, Memrise gives teachers the ability to design their classes and alter the content to fit the curriculum and syllabus. Teachers can use the application to teach students directly and make use of pre-existing resources.

RESEARCH METHOD

The research method used in this study was cross sectional observational research design. A cross-sectional observational study examines prevalence rather than cause and effect. In this case, data from a specific group at a very specific moment would be examined. Without changing any factors or doing any treatments, researchers would merely observe and document information about something that exists in the population. These kinds of studies are frequently employed in social science, psychology, and education.

The researcher observed how the teacher applied Memrise app to teach vocabulary to her students. Researchers will outline the procedures teachers use while utilizing the Memrise app to help students learn new words.

RESULT AND DISCUSSION

a. Finding

The teacher applied Memrise app for 2 meetings. At first meeting, the teacher greeted the students and invited them to pray together. She checked the students' attendance one by one. Next, the researcher explained that they would use the Memrise application to learn English vocabulary with the topic of graffiti. The teacher went over the day's learning goals, which include helping the pupils identify and comprehend graffiti-related English language. After that the teacher gave several questions to the students such as: what they know about graffiti, what they know about vocabulary, and whether they have learned about vocabulary related graffiti.

Following a brief talk, teacher instructed all students to open their smart phones and navigate to the Memrise website. Following their enjoyment of the Memrise website, students were instructed to register for a new account using Google or another platform. Once every student had successfully registered, the instructor requested them to check in, and the researcher sent them the link to the topic that had been developed.

After clicking on the link, students were instructed to select from the website's menu of available graffiti materials. The instructor instructed the class to click "Start learning" in order to access graffiti vocabulary exercises and tests. The word list was studied by the students. They were instructed to read, hear the pronunciation, and attempt to commit the vocabulary to memory. Students could click the help button to see a guessing tip if they were having trouble or did not understand the vocabulary. As she went around, the teacher assisted struggling kids. If there was any word that the students did not grasp, the teacher offered encouragement or further explanations.

The teacher and the students quickly went over the language they had learnt during the first treatment at the second meeting. Students were then instructed to continue studying the given graffiti topic. After that, students accessed the Memrise website and completed the offered tasks or tests. Word recognition, meaning, and pronunciation are all covered in the quizzes. If there were mistakes in comprehension or response, the instructor offered guidance and feedback.

The teacher and the students went over the language that was covered in the second treatment. The teacher then asked a number of pupils at random to list the words they had learned in the first and second sessions. Following the completion of the

reflection, the instructor requested that a number of students demonstrate the exercise's development on their Memrise accounts. Additionally, the teacher offered encouragement and underlined how crucial vocabulary is to comprehending English texts.

b. Discussion

Students appeared excited about using Memrise to learn language. Additionally, word competence pertaining to the subjects covered in Memrise media learning increased. A number of other variables also contribute to the rise in student scores, such as flexible learning schedules that enable students to access information at any time and from any location, extending their education beyond the classroom. In the meantime, a positive learning atmosphere and the teacher's involvement enhance word comprehension. Furthermore, Richard Mayer's Cognitive Theory of Multimedia Learning (CTML), which states that successful learning happens when words and images like pictures, videos, animations, or illustrations are combined, is in line with the use of the Memrise app.

Memrise put this theory into practice by using multimedia components—like images, sounds, animations, or videos—to help pupils learn new words. The findings of this study were also corroborated by a number of earlier investigations. Students that used the Memrise app showed increased motivation and improved vocabulary understanding, according to Nuralisah & Kareviati (2020). Because of its interactive characteristics, Baniara et al. (2024) also observed that students had favorable opinions about utilizing this application.

Memrise was demonstrated to boost students' interest for learning Mandarin vocabulary even in a different setting, such as those investigated in the United States by Wang et al. (2023). But not every study had the same findings. According to Quyen (2022), not every student feels that this application has benefited them, which suggests that the user, the way it is implemented, and the learning preferences of the students all have a significant impact on how beneficial the application is. Wardana & Jamilah (2024) demonstrated that Memrise was also successful in enhancing speaking abilities, demonstrating the adaptability of this program for a range of linguistic domains.

CONCLUSION

Memrise can be used as a media to support learning activities especially for leaning vocabulary. Teachers must still guide students in using the Memrise application in the learning process. Students appeared enthusiastic during the learning process and this had an impact on increasing their mastery of vocabulary related to the topic being discussed.

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