

**STUDENTS PERCEPTION OF USING MEMRISE APPLICATION  
IN LEARNING SPEAKING ENGLISH AT JUNIOR HIGH  
SCHOOL THROUGH MORPHO-PHONEMIC APPROACH**

**THESIS**



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER

**By:**

**M IVAN FAUZI  
SRN: T20196189**

**STATE ISLAMIC UNIVERSITY OF KIAI HAJI ACHMAD SIDDIQ JEMBER  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
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**THESIS**

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember  
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English Education Program

**By:**

**M IVAN FAUZI  
SRN: T20196189**

**Approved by Advisor:**

**Dr. Inayatul Mukarromah, S.S., M.Pd**  
**NIP. 197602102009122001**

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THESIS

It has been examined and approved by the board of examiners  
in a partial fulfillment of the requirements  
for bachelor degree of education (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
English Education Program

Day : Monday  
Date : 9 December 2024

The board of examiners

Chairman

Secretary



**Dewi Nurul Qomariyah S.S., M.Pd.**  
NIP. 197901272007102003



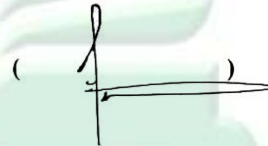
**Zahratul Maujudatul Mufidah, M.Pd.**  
NIP. 199201222019032009

Members :

1. **H. Moch. Imam Machfudi, Ph.D.**



2. **Dr. Inayatul Mukarromah, S.S., M.Pd**



Approved by  
Dean of Faculty of Tarbiyah and Teacher Training



**Dr. Abdul Mu'is, S.Ag., M.Si**  
NIP. 19730807304242000031005

## MOTTO

**“Let the world change you and you can change the world.”<sup>1</sup>**

-Ernesto “Che” Guevara-

**“Educate your children according to their times because they live in their times not yours”.**

- Ali bin Abi Tholib -



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<sup>1</sup> "Let the world change you and you can change the world." Goodreads. Accessed November 20, 2024. <https://www.goodreads.com/quotes/91583-let-the-world-change-you-and-you-can-change-the>.

## DEDICATION

Appreciatively, I dedicated this thesis to:

1. Allah SWT, , The lord of the world, because of him i could passed many tasks when doing this thesis
2. My parents, , My mother Listianah and my father M Siban who always love me, pray for me and support me. You are my inspiration to do the best in my life, your diffculties and your tears are motivation to do my best.
3. My all Lectures of UIN KH Achmad Siddiq, Who has guided me from when I first entered college until finally being at this point.



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In the name of Allah, the Most Merciful, the Most Compassionate, the Most Almighty, whose mercy and blessings are limitless for all mankind throughout the universe. Shalawat and salam may always be given to the Prophet Muhammad SAW, who has brought the light to a world that was once shrouded in darkness.

All praise and gratitude are due to Allah SWT who has given His guidance and grace so that the author can complete the thesis entitled “ *Students Perception of Using Memrise Application in Learning Speaking English at Junior High School Through Morpho-Phonemic Approach* ” This work is an important step on the way to obtaining a bachelor's degree from the Faculty of Tarbiyah and Teacher training UIN KHAS Jember.

The completion of this thesis would not have been possible without the support, guidance, and encouragement of many parties, to whom the author sincerely thanks

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The author realizes that, as with all efforts, this research is not without limitations. However, it is hoped that this research will be useful not only for English teachers, but also for readers and future researchers. Hopefully, this research can be a stepping stone for further progress in language education and beyond.

Jember, November 24th, 2024

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JEMBER  
Author

## ABSTRACT

M Ivan Fauzi, 2024: *“Students' Perceptions of Using Memrise Application in Learning Speaking English at Junior High School Through Morpho-Phonemic Approach”*

**Keywords:** *Memrise Application, Morpho-Phonemic Approach, Speaking Skills.*

English proficiency, particularly speaking, is crucial for students in the globalized world. However, mastering speaking skills had been challenging, especially for junior high school students. The Memrise application, with its interactive and scenario-based learning, offered a modern approach to language learning, focusing on pronunciation and sentence construction. This study examined the perceptions of students at MTsN 6 Banyuwangi regarding the use of Memrise to improve their English speaking skills through a morpho-phonemic approach.

This research aimed to address two primary questions: 1. What are the students' perceptions of using Memrise in learning to speak English through a morpho-phonemic approach? 2. How effective is the use of Memrise in enhancing students' speaking skills at MTsN 6 Banyuwangi?. The objective of this research are to assess the perceptions of teacher and students' regarding the use of the Memrise application in speaking English learning at junior high school through the morpho-phonemic approach and to evaluate the usefulness of the application in improving students' English speaking ability.

Using a qualitative research method and a descriptive study design, this research involved 30 eighth-grade students, with data collected through observations, interviews, and document analysis. The Miles, Huberman, and Saldaña model, which included data collection, data condensation, data display, and conclusion drawing (verification), was applied to analyze the data. The study's validity was ensured through triangulation of sources and methods.

The findings revealed: 1) Most students had positive perceptions of Memrise, particularly its gamification and scenario features, which made learning more engaging and effective. 2) The application was successfully improved students' pronunciation, fluency, understanding of the word (morpheme), constructing sentence and confidence in speaking English, although some students expressed a desire for more practice time.



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# CHAPTER I

## INTRODUCTION

### A. Research Context

Education is one of the most important areas of national development in Indonesia. Therefore, the Indonesian government regulates the national education system through National Education System Law 20 of 2003 and several supporting regulations, such as Minister of Education and Culture Regulation Number 44 of 2019 concerning Continuing Teacher Professional Development. because the law states that "National education aims to develop skills and form valuable national character and civilization in the framework of forming national life, with the aim of developing the potential of students to become human beings who believe and fear God Almighty. having noble character, being healthy, knowledgeable, capable, creative, independent, and being a democratic and responsible citizen."<sup>1</sup> Education is one of the most important areas of national development in Indonesia.

Celce Murcia et al (2014) states that an English learning approach should develop students' communication skills by paying attention to their social and cultural context.<sup>2</sup> English learning should also focus on developing speaking, listening skills, reading, and writing in an integrated and integrated way.

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<sup>1</sup> Sekretariat Negara Republik Indonesia .Undang undang nomor 20 tahun 2003 bab II Pasal 3 tentang dasar, fungsi dan tujuan Pendidikan

<sup>2</sup> Murcia et al.,Teaching English as a Foreign Language: An Introduction (Heinle ELT,2014),47.

In order to teach speaking effectively, we need to integrate it with the other skills<sup>3</sup>. So Teaching speaking in English language learning plays an important role in improving students' ability to speak English effectively. With the increasing demand for English language skills in the workplace, teaching speaking becomes increasingly important.

Speaking is one of the most important skills in language learning, and it is crucial for effective communication. In order to develop speaking proficiency, learners need simple opportunities to practice speaking in meaningful contexts. Technology can be an effective tool for providing these opportunities, through the use of tools such as online speaking forums, virtual chat rooms, and speech recognition software.

By providing learners with opportunities to interact with authentic language and receive immediate feedback on their pronunciation and grammar, technology can help to improve speaking proficiency and build learners' confidence in their ability to communicate in the target language.<sup>4</sup> The ability to speak English fluently had become increasingly important in the globalized world. As a result, the teaching of speaking skills in English as a second language (ESL) classrooms had become a crucial aspect of language learning. However, many ESL students struggle with developing

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<sup>3</sup> Thornbury. How to teach speaking (Harlow England: Longman, 2005), 8.

<sup>4</sup> Elena Martín-Monje. Technology-Enhanced Language Learning for Specialized Domains: Practical Applications and Mobility (London: Routledge, 2016), 10. <https://doi.org/10.4324/9781315651729>.

their speaking skills due to limited opportunities for practice and inadequate teaching methods.<sup>5</sup>

Talking about teaching speaking, we must know what the definition of speaking. Speaking is the transmission of language through the mouth. To speak, we create sound using many parts of the body, including the lungs, vocal tract, vocal cords, tongue, teeth, and lips. According to Harmer, speaking is the ability to speak fluently, and it requires not only knowledge of the properties of language, but also the ability to process information and language "on the spot".<sup>6</sup>

In teaching speaking we must also know about phonology because integrating phonology into speaking lessons can help learners develop better overall speaking skills. according to scott thornbury Integrating phonology into speaking lessons can help learners to develop more natural and fluent speech, and to communicate more effectively with native speakers.<sup>7</sup> Discussing the integration of ponology with teaching speaking we must know what is phonology. Phonology is the study of the sound system of a language and how those sounds are used to convey meaning.<sup>8</sup>

Judging from the empirical facts in the field, Covid-19 has changed all lines of life, including education. Indonesia is also affected by covid 19 as

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<sup>5</sup> Franscy and Ramli, "Problems Encountered By Indonesian Efl Learners." *Pioneer: Journal of Language and Literature* 14, no. 1 (2022): 1–14. <https://doi.org/10.36841/pioneer.v14i1.1176>.

<sup>6</sup> Siti Mutmainnah dkk., "Penggunaan Aplikasi Memrise Dalam Pembelajaran Keterampilan Berbicara: Studi Kasus Siswa Kelas 7 SMPN 1 Mandalawangi", *UNCLLE* Vol. 2 No. 1, (April 2022): 2. <https://publikasi.dinus.ac.id/index.php/uncle/article/view/6410/0>

<sup>7</sup> Scott Thornbury, *how to teach Speaking* (Harlow England: Longman, 2005), 143.

<sup>8</sup> Francis Katamba, *An Introduction to Phonology* (Harlow: Longman, 2011), 1.



explained in the journal written by Muhammad and I quote that “Covid-19 has caused various adaptations in various fields, one of which occurs in the field of education, learning that was originally carried out at school face-to-face suddenly moved to learning at home online”.<sup>9</sup> After the covid 19 pandemic there was a change in the model of English education from face-to-face to online education. So it is inevitable that the use of technology must be tried in order to form smoothness in teaching, as described in the journal written by Jinsil Jang and I quoted that “the use of technology has allowed the use of various digital equipment and resources in English education that can increase students involvement and motivation and share personalized and interactive educational experiences”.<sup>10</sup> But there are some challenges that must be overcome by educators between considering the use of technology that justifies if it supports educational goals and is in line with the curriculum. One way to use technology is to use apps like Memrise to support language teaching.

Judging from the previous research if we look at international issues, there is a study entitled "Exploring the Use of Memrise Application in Improving English Vocabulary Learning: A Case Study at the University of Foreign Language Studies, Danang University, Vietnam". The study focus on evaluating the effects of using Memrise for two months on English

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<sup>9</sup> Deblina Talukdar and Jayanta Mete, “Exploration of Digital Literacy Among Muslim Household Women in West Bengal, India,” *Khazanah Pendidikan Islam* 4, no. 1 (2022): 37–50. <https://doi.org/10.15575/kp.v4i1.17891..>

<sup>10</sup> Youngjoo Yi and Jinsil Jang, “Envisioning Possibilities amid the COVID-19 Pandemic: Implications from English Language Teaching in South Korea,” *TESOL Journal* (2020), 1-5, <https://doi.org/10.1002/tesj.543>.

vocabulary learning of university students, with experimental and control groups involved.<sup>11</sup> The study showed that Memrise was received positively by the college students with recognition of the vocabulary diversity, attractive exercises, and easy use of the app. Although there are some improvement recommendations, this study highlights the potency of Memrise as a helpful instrument in the context of English language learning at universities in Vietnam. If we take a look at the national issue, there is a study entitled The Effect of using Memrise application on Students Vocabulary Mastery. This study aimed to examine the impact of using Memrise application in improving students' English vocabulary mastery. Using the Mobile-Assisted Language Learning (MALL) approach, this study examined the impact of Memrise, as an online learning tool, in contributing towards students' vocabulary mastery. In the English language learning context, with vocabulary regarded as the essence of language skills, this study also elaborated on the essential nature and role of vocabulary in the progression of language skills.<sup>12</sup> Involving ten participants from 5th and 7th semester university students, this study blended literature review with survey outcomes to explore students' views on the effectiveness of Memrise in improving their vocabulary acquisition. The findings of the study were hopefully able to provide some additional knowledge regarding the implementation of app-

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<sup>11</sup> P. T. T. N. and T. N. Q. Quyen, "Improving Vocabulary Learning With Memrise Mobile Application For," *International Journal of E-Learning Practices (IJELP)* 4 (2021): 61–75, <https://doi.org/10.51200/ijelp.v4i.3426>.

<sup>12</sup> Juniharma Dewi Dalimunthe, "The Effect of Using Memrise Application on Students Vocabulary Mastery," *English Education Department, State Islamic University of North Sumatera*. (2019),2.<https://doi.org/10.2139/ssrn.280401>.

based learning technology to improve students' English language skills. Finally, this research contributed to filling the knowledge gap related to the impact of using the Memrise app, with an emphasis on the morphophonemic approach, on students' speaking skills at the junior high school level. The study focus might engage students' responses and perceptions towards this approach, exploring the extent to which the Memrise app, which is integrated with morphophonemic concepts, can improve the effectivity of English language learning. In addition, the study may try to examine the effectivity of using a mobile application in a junior high school context and how teachers and the learning community would respond to a morphophonemic approach through Memrise. A detailed analysis of this study's methodology, findings and inferences could offer a more in-depth look at its potential to contribute to filling the gap.

The Memrise application is an application that helps us learn to speak by first understanding vocabulary. This application offers a variety of interesting and creative ways to help users understand any vocabulary so that users of this application can easily remember any vocabulary. This application helps us learn various materials with the help of flashcards. So far there are 88 choices of languages to learn with different choices of material and levels.<sup>13</sup>

The uniqueness of this application compared to other applications is that this application used native speakers directly instead of other applications

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<sup>13</sup> Siti Mutmainnah dkk., "Penggunaan Aplikasi Memrise, (2022): 2.

that used sounds from Google Translate so that we can directly learn how to pronounce well and sound like native speakers. This application also used gamification by providing awards and ratings for users who complete learning materials.

With this uniqueness, the Memrise application can help students learn English in an effective and fun way. This application can also assist teachers in providing innovative and interesting learning for students. Therefore, the use of the Memrise application in teaching English in junior high schools with a morpho-phonemic approach can be an interesting and effective alternative to improve students' speaking skills. Seeing the uniqueness of the memrise application inspired researchers to study further the teacher's and student's perceptions of the use of the memrise application, especially in teaching speaking. Where in this study the Islamic junior high School 6 Banyuwangi became the research location that the researchers chose.

There are some significant reasons why the researcher chose Islamic junior high School 6 Banyuwangi as his research site. because this junior high school is a suitable place to study or test the use of memrise, and there are some things that were needed for the success of this research. This school had a sufficient English education program. Not only that, some of the things needed were technological facilities. There were not many junior high schools that used technology in English education and Islamic junior high School 6 Banyuwangi is one of the schools that uses technological facilities as a medium for English education so it is very suitable for my research.

This junior high school also practiced the English day program so that students of Islamic junior high School 6 Banyuwangi had great motivation and interest in English education and English teachers should have good quality in teaching English. this school also had a principal and his staff who were open to any research or new ideas in improving the quality of learning so that it made it easier for me to get support throughout the research.

That way the researcher believe that his research took place well and created valid and relevant information to increase understanding of the use of memrise applications in English education at Islamic junior high School 6 Banyuwangi through a morpho-phonemic approach.

#### **B. Research focuses**

1. What are the teacher and students perceptions of using the Memrise application in speaking English learning at junior high school through the morpho-phonemic approach?
2. How are the effectiveness of using Memrise application in speaking English learning at junior high school through the morpho-phonemic approach?

#### **C. Research Objectives**

1. To assess the perceptions of teacher and students' regarding the use of the Memrise application in speaking English learning at junior high school through the morpho-phonemic approach.
2. To evaluate the usefulness of the application in improving students' English speaking ability

#### **D. Research Significant**

##### 1. For Teacher :

1. Provide information that can help teachers in choosing more effective learning methods in teaching English in junior high school.
2. Giving insight into the morpho-phonemic approach in teaching English speaking, so that it can help teachers to design more effective by varied learning strategies.
3. To give information about the using of Memrise app in English language learning, so that teachers know the ways to utilize the app effectively in classroom learning.
4. Improving the quality of English language teaching and learning in junior high school through the students produce sound and create new word until simple sentence

##### 2. For Student :

1. Giving insight into more effective ways of learning to speak English, so that it help students to develop better English speaking skills.
2. To give information about the using of Memrise app in English language learning, so that students can utilize the app effectively and efficiently in strengthening English speaking skills.
3. Giving a more interesting and varied English learning experience through the introduction of more innovative and effective learning methods and apps.

4. Improve students speaking ability and confidence in communicating in English in their daily environment.

#### **E. Definisi of keyterm**

1. Perception : According to Qiong (2017) the definition of perception in philosophy, psychology, and cognitive science is the process of achieving awareness or understanding of sensory information.<sup>14</sup> This research focused on how students perceptions of the effectiveness of Memrise app to improve pronunciation and voice production in English speaking learning.
2. Memrise Application: Memrise is a language learning platform this application is packaged by combining several elements, namely science, fun in learning, and the learning community. Memrise application is an online learning application that is good, fast, fun, and high of quality.<sup>15</sup> In this research, the using of the Memrise app is limited to scenario and gamification that supported the improvement of pronunciation and sound production in learning to speak English.
3. Speaking English : Speaking is an active process that involved constructing meaning through interaction that is negotiation of meaning<sup>16</sup>. Speaking in this research is focused on students' ability in phonemic more specifically discussing stressing and word transition.

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<sup>14</sup> Alma Sri Andriyani, "Students' Perception in Learning English Trough Blended Learning" (2019).18.<https://doi.org/10.51454/jet.v3i1.138>.

<sup>15</sup> Juniharma Dewi Dalimunthe, "The Effect of using Memrise application on Students Vocabulary Mastery (2019):4, <https://doi.org/10.51454/jet.v3i1.138>.

<sup>16</sup> Anne burns. "Teaching Speaking: A Holistic Approach" (New York: Cambridge University Press:2003),12.

4. Morpho-Phonemic Approach: Morpho-phonemic is a field of linguistics that investigated the relationship between sound (phonemes) and word structure (morphology), it is focused on the phonemic analysis of morphemes and their impact on the grammatical structure of a language.<sup>17</sup> This research specialized in morpheme, especially free morpheme, while the phonemic is only limited to stressing and word transition.
5. Qualitative research method: Qualitative research is a research method that explained and analyzed the meaning of social or human problems by individuals or groups, involving steps such as formulating questions, collecting specific data, conducting inductive analysis, and interpreting the meaning of the data with a flexible report structure.<sup>18</sup> The research designed by phenomenology where the research focus more on the experiences and perception of students and teacher in using memorisation application to improve speaking in terms of morpho-phonemic approach.

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<sup>17</sup> Ubong Ekerete Josiah and Juliet Charles Udoudom, "Morphophonemic Analysis of Inflectional Morphemes in English and Ibibio Nouns: Implications for Linguistic Studies," *Journal of Education and Learning* 1, no. 2 (2012): 72–81, <https://doi.org/10.5539/jel.v1n2p72>.

<sup>18</sup> John W Creswell, "Research Design Pendekatan Kualitatif, Kuantitatif, Dan Mixed," (*Yogyakarta: pustaka pelajar*, 2010), 12.



## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Research

This section explained to the reader about several research relates to the topic of this research. Those research had done by another researcher. It described the similarities and the differences in order to know the gap of the previous research.

1. “The Use of Memrise Application in Teaching Speaking Skill: A Case Study Of 7th Grade Students of SMPN 1 Mandalawangi”.

This research focused on the implementation of the Memrise app in the context of teaching English speaking skills. This research explained the usefulness of the Memrise app used as a learning medium and the extent to which students feel positive about its use. The results showed that the Memrise app is positively impacted by students, with some students finding it fun, easy to use, and instrumental in improving their speaking skills. Students also felt comfortable when using the app and even suggested that the use of the app in classroom learning could be the main option.<sup>19</sup>

The similarity between these studies is that they both address the use of Memrise app in English speaking learning by students in junior high school. Although the focus is different, they relate to the use of Memrise app

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<sup>19</sup> Siti Mutmainnah dkk., “Penggunaan Aplikasi Memrise Dalam Pembelajaran Keterampilan Berbicara: Studi Kasus Siswa Kelas 7 SMPN 1 Mandalawangi”, UNCLLE Vol. 2 No. 1, (April 2022): 2. <https://publikasi.dinus.ac.id/index.php/uncle/article/view/6410/0>.

in the context of students' English speaking learning.

2. “Using Memrise to promote students’ listening and speaking abilities”

In second previous study, found that there is some differences. This research discussed about the use of Memrise as a medium to improve students' listening and speaking skills. The main focus is on the implementation and effectiveness of using Memrise in learning listening and speaking skills.<sup>20</sup>

There are also some similarities found in this research. This research both emphasized the importance of Memrise as a medium in the learning process and also discussed improving students' speaking skills.

3. “Memrise Application As An Innovation To Improve Pronunciation: Student Perception”

From the third previous study was found that the research was more about using the Memrise app as an innovative way to help students improved the way they pronounce words in English. The researcher explained about students' perceptions in the use of applications to improve speaking skills, especially to improve English pronunciation, the application is Memrise, which was designed by Ed Cooke in 2005. With this application, it is hoped that it help students to improve learning to speak English properly and correctly, by paying attention to the pronunciation of each word because the wrong word in pronunciation will

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<sup>20</sup> N. Widyaningrum and N.H.P.S. Putro, “Using Memrise to Promote Students’ Listening and Speaking Abilities,” in *Teacher Education and Professional Development in Industry 4.0*, 2020:350, <https://doi.org/10.1201/9781003035978>.

change the meaning of the word.<sup>21</sup>

Despite the difference in research focus, these study had some similarities. First, these studies had the same point, They had used Memrise application in the context of English language learning. These studies explained the role of Memrise as a learning media or application that facilitated students to learn English language learning aspects, speaking and pronunciation specially for students

In addition, this study also taught on the usefulness and perception of students in using the Memrise application. This study equally emphasized on students' opinions and views on the effectiveness of the application in making it easier for them to face the challenges of learning English. Therefore, this study aims at how students see and feel the benefits of using the Memrise app in the English learning process.

#### 4. “The Effect of Memrise Application Towards Students Vocabulary Mastery”

This fourth related study focused on the use of Memrise App to improve students' vocabulary acquisition in English. In this study, it described the use of Memrise App as a tool to improve students' vocabulary in English. The purpose of this study is to help students remember vocabulary more effectively.<sup>22</sup>

In this case, the difference between these studies is the focus. The first

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<sup>21</sup> Helmida Anisyah Putri, “Memrise Application As an Innovation To Improve Pronunciation: Student Perception” (skripsi, The State Islamic of North Sumatera,2019),4. <https://doi.org/10.1145/3231848.3231871>.

<sup>22</sup>Juniharma Dewi Dalimunthe, “The Effect of using Memrise application on Students Vocabulary Mastery (2019):4, <https://doi.org/10.51454/jet.v3i1.138>.

study mainly focused on vocabulary enrichment in English through the use of Memrise App as a learning tool. This study aimed to help students understand and remember words better using memrise app.

One of the similarities between these studies are the use of Memrise app in English language learning. Both studies focused on Memrise app as a learning tool to assist students in improving English language skills. This showed that Memrise app has a significant impact in both studies in the context of English language learning at secondary school level.

5. “Measuring the Effectiveness of Using "Memrise" on High School Students' Perceptions of Learning EFL”

This research discussed the measurement of the effectiveness of using the "Memrise" app in improving secondary school students' perceptions towards learning English as a foreign language (EFL). The study focused on how the use of the Memrise app affects students' views of the English learning process in a secondary school setting.<sup>23</sup>

This study aimed to evaluate the extent to which the used of "Memrise" in an EFL learning context can influence students' perceptions of their English language learning. This involved measuring the effectiveness of the app in increasing students' motivation, engagement and understanding of EFL learning.

The similarity between this research is that it alluded to the use of the "Memrise" application in the context of English language learning.

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<sup>23</sup> Waheeb S. Albiladi, Fahad H. Abdeen, and Felicia Lincoln, “Learning English through Movies: Adult English Language Learners’ Perceptions,” *Theory and Practice in Language Studies* 8, no. 12 (2018): 1759, <http://dx.doi.org/10.17507/tpls.0812.25>.

This research also focuses on students' perceptions of the use of this application as a learning medium.

**Table 2.1**  
**The Differences Between Previous Research and Current Research**

No	Authors' name	Year	Title	Similarities	Differences
1.	Siti Mutmainnah Rodiatam Mardiah	2022	The Use of Memrise Application in Teaching Speaking Skill: A Case Study Of 7th Grade Students of SMPN 1 Mandalawangi	the using of Memrise app in English speaking learning by students in junior high school	This research explains the usefulness of the Memrise app used as a learning medium and the extent to which students feel positive about its use. The results show that the Memrise app is positively impacted by students, with some students finding it fun, easy to use, and instrumental in improving their speaking skills. Students also felt comfortable when using the app and even suggested that the use of the app in classroom learning could be the main option
2.	N.Widyaningrum and N.H.P.S. Putro	2020	Using Memrise to promote students' listening and speaking abilities	Both research emphasized the importance of Memrise as a medium in the learning process and also	This research discusses about the use of Memrise as a medium to improve students' listening and speaking skills. The main focus is on the implementation and effectiveness of using Memrise in learning listening and

				discussed improving students' speaking skills.	speaking skills.
3.	Helmida Anisyah Putri	2019	MEMRISE APPLICATION AS AN INNOVATION TO IMPROVE PRONUNCIATION: STUDENT PERCEPTION	This study equally emphasized on students' opinions and views on the effectiveness of the application in making it easier for them to face the challenges of learning English. Therefore, this study aimed at how students see and felt the benefits of using the Memrise app in the English learning process	the research was more about using the Memrise app as an innovative way to help students improve the way they pronounce words in English. The researcher explained about students' perceptions in the use of applications to improve speaking skills, especially to improve English pronunciation, the application is Memrise, which was designed by Ed Cooke in 2005. With this application, it is hoped that it can help help students to improve learning to speak English properly and correctly, by paying attention to the pronunciation of each word because the wrong word in pronunciation will change the meaning of the word
4.	Juniharma Dewi Dalimunthe	2016	The Effect of Memrise Application Towards Students Vocabulary	Both studies focused on Memrise app as a	In this study, it described the use of Memrise App as a tool to improve

			Mastery	learning tool to assist students in improving English language skills. This showed that Memrise app has a significant impact in both studies in the context of English language learning at secondary school level.	students' vocabulary in English. The purpose of this study is to help students remember vocabulary more effectively
5.	Masoud Azizi Abarghoui and Saeed Taki	2018	Measuring the Effectiveness of Using "Memrise" on High School Students' Perceptions of Learning EFL.	The similarity between this research is that it alludes to the use of the "Memrise" application in the context of English language learning. This research also focuses on students' perceptions of the use of this application as a learning medium	This research discussed the measurement of the effectiveness of using the "Memrise" app in improving secondary school students' perceptions towards learning English as a foreign language (EFL). The study focused on how the use of the Memrise app affects students' views of the English learning process in a secondary school setting

## 1. Theoretical Framework

### 1. English Teaching

Teaching English as a Foreign Language has an important role in education as it gave students the best opportunity to practice using English, which is a very important skill in today's global education context. According to Jarvis (2006:19) defines teaching as an intentional activity in which opportunities to learn are provided.<sup>24</sup> it means teaching is a process of delivering information to students in order to gain understanding and be able to learn about the information provided.

English is a foreign language, and that means it is not used as a primary language of communication. It is the teachers' duty to help their students practice English. Camenson (2007:6) says that EFL teachers need to have the qualities that all teachers have, which are intelligence, patience, and creativity.<sup>25</sup> It is because they influenced the way students think about the language they have learned.

### 2. Teaching Speaking

Speaking is an essential aspect of language that emphasizes the effective communication of information or knowledge between

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<sup>24</sup> Peter Jarvis, "The Theory and Practice of Teaching: Second Edition," *The Theory and Practice of Teaching: Second Edition* (Routledge, London, 2006): 1–257. <https://doi.org/10.4324/9780203016442>.

<sup>25</sup> Blythe Camenson, *Opportunities in Teaching English to Speakers of Other Languages*, (New York: McGraw-Hill, 2007), 6.



individuals.<sup>26</sup> Florez (in Bailey) says that “Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information”. The process of speaking is not only about producing information but also receiving information and giving feedback for a response of information. From explanation above, it is interpreted that speaking is a transportation for students to be able to carry out an activity with others, where they must understand each other and understand the intent and purpose of what is being discussed.

Speaking refers to a skill and teaching methodology.<sup>27</sup> It means students had to able to measure the progress of their speaking skills with their interests and acquisitions in Learning English. Meanwhile, the task of the teachers always keep trying to progress and be creative or use various types of teaching strategies and giving examples, so that they can match the level of students’ ability.

Speaking according to Parupalli Srinivas Rao is an active or productive skill. It means students have to be active and productive during in the class and they have to be productive after the end of the class, or they can practice with the friend using English language.<sup>28</sup>

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<sup>26</sup> Norfaeza Zakaria, Harwati Hashim, and Melor Md. Yunus, “A Review of Affective Strategy and Social Strategy in Developing Students’ Speaking Skills,” *Creative Education* 10, no. 12 (2019): 3082–3090, <https://doi.org/10.4236/ce.2019.1012232>.

<sup>27</sup> Afifah, “The Effectiveness Of Hot Seating Strategy To Improve The Students’ Speaking Skill” (skripsi, Universitas Baturaja, 2020), 66-67. <http://dx.doi.org/10.24127/pj.v9i1.2690>.

<sup>28</sup> Shafaat Hussain, “The Importance of Speaking Skills in English Classrooms,” *Alford Council of International English & Literature Journal*, Sokhira Linda et al., “Implementing

Speaking is one difficult skills which students have to deal with. Speaking is considered the most important of four skills in English.<sup>29</sup>

There are kinds of speaking situation:

1) Interactive speaking situation

Speaking and listening are included in the interactive category because in that situation listening give ideas to speak and speak from what being heard, for example face-to-face conversations or via telephone. In interactive people did clarification, ask to ask and so on.

2) Partially interactive speaking situation

It is different from interactive, if partially interactive speaking is like a person delivering a speech where the audience cannot refute and asking before the speech the end. But speakers must be able to understand the condition of the audience for their understanding of what is said from their gestures.

3) Non-interactive speaking situation

It's different from non-interactive, where the audience did not ask questions about the speakers, because the speeches from TV or radio broadcasts, one of difficulty for speaking learners, Just comprehend the program for them , because they don't have opponents talk.so they only save and ask friends who know themselves. It means little opportunities to be understood for beginners.

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Games Based Teaching Strategy in Teaching Speaking” Vol. 2, No. 2 (2019), hal. 6–18. [www.acielj.com](http://www.acielj.com).

<sup>29</sup> Shafaat Hussain, “The Importance of Speaking Skills in English Classrooms”, hal. 11. [www.acielj.com](http://www.acielj.com).

Part of everyday life that we must continue to develop is speaking skills.<sup>30</sup> It means that speaking skills are the main thing to get comfortable in social relations between humans.

Indicators used to measure students' abilities speaking skills are.<sup>31</sup>

- 1) Fluency in speaking.
- 2) Choice of words (diction).
- 3) Structure.
- 4) Reasoning.
- 5) Eye contact.

One of components of English is speaking which included pronunciation that is an important thing because it helped learners to sound more natural, correct and clear so that the others understood what they were going to say and it helped to learn to speak English.<sup>32</sup>

According to Ashudi (2016), that is speaking skill indicators are:

- 1) Words Choices.
- 2) Intonation.
- 3) Pronunciation of words.
- 4) Smoothness.

From several explanations from experts and all the indicators in

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<sup>30</sup> Nenti Siti Asih and Wikanengsih, "Improving Speaking Skill through Problem Solving Approach," *JLER; Journal of Language of Education Research*, Vol. 1, No. 3 (2018): 1–8. <http://dx.doi.org/10.22460/jler.v1i3.p%25p>

<sup>31</sup> Nenti Siti Asih and Wikanengsih, "Improving Speaking Skill through Problem Solving Approach," 3-4. <http://dx.doi.org/10.22460/jler.v1i3.p%25p>

<sup>32</sup> Maufiratul Hasanah and Suparwoto Spto Wahono, "Watching English Native Speakers ' Youtube Channel to Improve Students ' Pronunciation Ability," *Journal of Language Intelligence and Culture* 4, no. 1 (2022): 15–32,. <https://doi.org/10.35719/jlic.v4i1.77>.

speaking, can be interpreted that learning speaking does not take just one week, of course there are many difficulties and challenges in learning to speak moreover learning foreign languages. From this, the teacher must be able to maintain the interests and feelings of students continuing to develop, and be able to make students' understand, happy, and have cheerful class characters.

### 3. Linguistic

According to Yendra (2016:35) linguistics is a field of science that examines and studies everything about language starting from form, function, meaning, value to language discourse scientifically.<sup>33</sup> It included a range of subjects and approaches, with the purpose of understanding how language operated, what its structure, and the way it works in communication. which means that all aspects of language can be defined as linguistics.

According to Richard in Language teaching and applied linguistics (2013:343) linguistic is the study of language as a system of human communication. Linguistics includes many different approaches to the study of language and many different areas of investigation, for example sound systems (phonetics, phonology), sentence structure (syntax), relationships between language and cognition (cognitive linguistics), meaning systems (semantics, pragmatics, functions of

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<sup>33</sup> Yendra, *Mengenal Ilmu Bahasa (Linguistik)* - Google Books, Deepublish, 2018.

language), as well as language and social factors (sociolinguistics).<sup>34</sup>

Understanding linguistic structures, such as morphology and phonology, is crucial for language comprehension and fluency, as they enable learners to decode words and grasp their meanings. The interplay between phonological and morphological awareness becomes especially important as learners engage with more complex language, essential for academic success and effective communication.<sup>35</sup>

The scientific study of human language is called linguistics. Linguistics is the field that examines the structure, function, and use of language in all its aspects, including phonetics, phonology, morphology, syntax, semantics, pragmatics, sociolinguistics, and more.<sup>36</sup> Linguistics can help us understand the unique nature of human language, and the ways in which language was used to communicate our ideas, culture and identify within society. We must comprehend several linguistics aspects especially in speaking such as:

a. Phonology

According to Chaer (2014:102) phonology is a field of linguistics that studies, analyzes, and discusses the sequence of language sounds. To delve deeper, phonology is closely connected

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<sup>34</sup> Jack C. Richards and Richard W. Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, Longman Dictionary of Language Teaching and Applied Linguistics, 2013. <https://doi.org/10.4324/9781315833835..>

<sup>35</sup> Lucille E. Fracasso, et al. *The Contributions of Phonological and Morphological Awareness to Literacy Skills In the Adult Basic Education Population*, 2016, 145. doi:10.1177/0022219414538513.

<sup>36</sup> Hayes, Bruce, et al. *Linguistics: An introduction to linguistic theory*. John Wiley & Sons, 2013.1

to phonetics and phonemics, both of which bring a more human-centered understanding of language sounds.

Phonetics is the study of how speech sounds are physically produced and perceived. It explores how the tongue, lips, and vocal cords work together to create sounds, and how these sounds are heard and interpreted. For instance, when students learn to correctly pronounce the sound /ʃ/ as in "she," they are engaging with the principles of phonetics.

Phonemics, on the other hand, focuses on the meaningful sounds—or phonemes—within a particular language. It emphasizes the unique sounds that differentiate one word from another. For example, in English, the distinction between /p/ and /b/ in the words "pin" and "bin" is significant because it changes the meaning.<sup>37</sup> that means the scope of phonology is only about sounds in language and in this research mention about pronunciation.

#### b. Morphology

Morphology is usually defined as the study of the internal structure of words and the rules governing the formulation of words in a language.<sup>38</sup> Inayatul Mukarromah (2020:20) states that morphology is the smallest part of expression associated with a unit

<sup>37</sup> Abdul Chaer, "Linguistik Umum Edisi Revisi," *Rineka Cipta : Jakarta*.

<sup>38</sup> Giyatmi Giyatmi, "Morphology for English Language Teaching," *The 2nd International Conference on Language, Literature and Teaching* (2017).33

of meaning is morpheme.<sup>39</sup> Morpheme is the smallest grammatical structure that has meaning.<sup>40</sup> In this research the part discussed is about free morpheme.

#### 4. Students' Perception

##### a. General Perception

There are so many concepts or definitions of perception, among others:

According to Qiong (2017) the definition of perception in philosophy, psychology, and cognitive science is the process of achieving awareness or understanding of sensory information.<sup>41</sup>

According to Longman Dictionary Applied Linguistics, perception is a thing that approaches The recognition and interpretation of an event, object, and the sensation of it using the senses (vision, hearing, touch, etc.).<sup>42</sup> It means that when people interpreted the informations they had to pay attention to the signal given by their sensory. It means that students perception had been interpreted that perception is people's ability to recognize, identify and then intrepret the sensory of information. It can be information about someone or something.

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<sup>39</sup> Inayatul Mukarromah et al., "Designing Morphosyntax Material for EFL Students: Indonesian Case," *English Language Teaching* (2019). <https://doi.org/10.5539/elt.v12n6p140>.

<sup>40</sup> Chaer, "Linguistik Umum Edisi Revisi."

<sup>41</sup> Alma Sri Andriyani, "Students' Perception in Learning English Trough Blended Learning", hal 18 (2019).

<sup>42</sup> Nurqalbi, Samtidar, and Geminastiti Sakkir "The Portrait Of Inspiring English Lecturers In English" *English Education and Literature*. Vol. 1, No. 2 (2022): hal. 121–131. (2): 121–31. 10.26858/performance.v3i4.67736.

According to Scmitz the way people pay attention and see things, especially using the five senses, is called perception. The existence of an idea and understanding of something is because of a perception that is present as a result of seeing and understanding.<sup>43</sup> So, based on the theory above that, Perception is what people use to understand their surroundings and make sense of their environment. to interpret something, humans used the perception of the object they were going to interpret, in order to get the meaning and significance of that something.

According to Jack, students' perception is students' awareness of something. For instance, in educational field, each student aware about the technique or the media used by teacher in the classroom.<sup>44</sup> From the theory of Jack, it explained that teachers had to have media or methods to raise students' awareness of something they see, feel, and hear. students' introduction to objects maximal and students feel happy when students influenced by positive perceptions about it. Teachers made positive perception for students to encouraged them to be more creative in managing the course of teaching and learning by using media that aims to provide stimulation, understanding, and evaluation for students.

#### b. Students' Perception

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<sup>43</sup> Fkip Ump, "Students' Perception on English Song, Fauzan Hanif, FKIP UMP, 2019" (2016): hal. 5–14. <https://doi.org/10.22437/csp.v4i1.2640>.

<sup>44</sup> Priscilla Dunk-West and Fiona Verity, *Practising Social Work Sociologically, Practising Social Work Sociologically*, 2018. <https://doi.org/10.1057/978-1-137-54808-5>.



There are so many perceptions at the school. The perception of headmaster, teacher, employe etc. But, this research focused on the students' perception. Actually, students' perception based on the theory of perception its self, Anca Popovici said that the considering the students' perception is important in order to develop the academic program of the school its self.<sup>45</sup> Without developing the program means there is no progress for the school or it will be stagnan.

Students' perception has been significant topic since 1950s. Reddy and Rhodes have conducted research relates to students' perception of school climate. They found that perception of the students can be investigated from varity of angles. For instances, the nature of students-teacher relationship and students-peers relationship.<sup>46</sup> Based on previous explanation, research of students' perception is not an unfamiliar proces. Further researcher focused on some different angles. In order to increase knowledge for educational field in the future.

The students' perception in this research talked about students' perception just on the hot seat game used by the teacher.

The researcher focused in teaching and getting students perception

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<sup>45</sup> Anca Popovici and Cosmina Mironov, "Students' Perception on Using ELearning Technologies," *Procedia - Social and Behavioral Sciences* Vol. 180, (May, 2015): hal. 1514–1519, <http://dx.doi.org/10.1016/j.sbspro.2015.02.300> .

<sup>46</sup> Yelena Portnov-Neeman and Moshe Barak, "Exploring Students' Perceptions about Learning in School: An Activity Theory Based Study," *Journal of Education and Learning*, Vol. 2, No. 3, (July, 2013), hal. 12. <http://dx.doi.org/10.5539/jel.v2n3p9>

and understanding of hot seat game process. Based on theory by Robbins, the researcher focused on three points of students' perception. Those are acceptance, understanding, and evaluate.

#### c. Factors of Perception

There are two factors which affect students' perception those are:<sup>47</sup>

##### 1) Performance

Teacher performance is a basic view of students that influence student perceptions. the quality of a teacher or his experience greatly influenced the development of student perceptions. students found out the level of understanding of the teacher's performance. especially at the first meeting, which must give a good impression.

##### 2) Situation

The second factor is the situation in the classroom. this requires the teacher to know the situation students in class. Which is the time to get serious and which is the time to be funny. Simply put, knowing the situation made teaching less monotonous.

#### d. Types of Perception

According to Zerlinda Rezkika Lestari Putri and Meydiisa

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<sup>47</sup> Fauzan Hanif, "Students Perception On English Song For Vocabulary Enricment", (Master Thesis, Muhammadiyah University Purwokerto, 2019), 5. <https://doi.org/10.22437/csp.v4i1.2640>.

Utami Tanau there are two types of perception those are positive and negative.<sup>48</sup>

- 1) Positive perception described all informations and responses that continue to be used with effort. It maintained through supporting, accepting, activating the object that is perceived. In other words, positive perception is an individual's assesment to an object that is perceived with positive view.
- 2) Negative perception is a state of mind which describes all informations and responses there are out of sync with the object that is perceived. It means, individual's perception to an object with negative views. Usually, it contrasts to the expectation.

From the elaboration above, both positive and negative perception affected someone. In this research students' gave positive perception when they felt satisfacted with the teacher performance. they feel bored, uncomfortable, difficult to understand the material explained by the teacher when they had negative perception.

## 5. Memrise Application

According to Dewi Sri Kuning, Memrise application is an application to help us in learning speaking by understanding the vocabulary first. This application offers a variety of interesting and creative ways to make users understand every given vocabulary so that

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<sup>48</sup> Zerlinda Rezkika Lestari Putri and Meydiisa Utami Tanau, "Perception of Freshmen Students on Statistical Subject in Psychology Study Program" 274 (2018): hal. 337–339 <https://doi.org/10.2991/iccite-18.2018.70>.

users of this application can remember every vocabulary easily. Memrise was created by Grand Master of Memory Ed Cooke (<https://www.memrise.com/id/>), assisted by a neurologist specialist in the science of memory and forgetting Greg Detre in 2009. This application helped us learn various materials with the method of planting memory through flashcards. To date, there are 88 language options available to study with a wide selection of materials and levels.<sup>49</sup>This application also had a gamification and scenario feature that help improving speaking. The aim of using scenarios in language learning is to create an interactive and engaging environment that simulates real-world discourse. This approach challenged learners to choose appropriate communication strategies, thereby enhancing their cognitive, emotional, and behavioral engagement in the learning process. Scenarios helped students practice and improve their professional communication skills, construct knowledge, perform professional roles, and reflect on their experiences in a safe setting. Ultimately, the goal is to bridge the gap between theoretical knowledge and practical application in real-life situations.<sup>50</sup> The aim of gamification in language learning is to increase learners' motivation, engagement, and integration with the learning materials, making the process more enjoyable and effective. Gamification sought to transform language acquisition into a more

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<sup>49</sup> DEWI SRI KUNING, "APPLICATIONS OF SOCIAL MEDIA TO LEARN SPEAKING," *Edukasi Lingua Sastra* (2020). <https://doi.org/10.47637/elsa.v18i1.227>.

<sup>50</sup> Nadezhda Almazova et al., "Scenario-Based Instruction: The Case of Foreign Language Training at Multidisciplinary University," *Education Sciences* 11, no. 5 (2021),08. <https://doi.org/10.3390/educsci11050227>.

stimulating experience by incorporating game elements such as levels, badges, points, and competition. This approach not only enhances the learners' enthusiasm but also encourages active participation, ultimately facilitating better learning outcomes in language education.<sup>51</sup>

According to Karjo and Andriani (2018), the Memrise application has some features that consist of visual, audio, and video. There are some challenging features in this app they are word translation, the flashcard, a challenge for audio choices, a typing challenge, and phrase translation.<sup>52</sup>

Zhang (2019) stated Memrise app has three principles. First, elaborate encoding to connect new words with the meaning by using “mem” (mnemonic, etymologies, amusing videos, photos, and example sentences). This term helped users to have last longer memories this term stimulated user imagination, senses, and emotions. Second, choreographed testing types to strengthen students’ memory and to engage students to keep learning. The last is scheduled reminders that emerged or we settle on what schedule reminded users to aid students to revisit the vocabulary or phrase that students have learned before the memory fades completely. This feature also provides the time and target

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<sup>51</sup> Karwan Al-Dosakee and Fezile Ozdamli, “Gamification in Teaching and Learning Languages: A Systematic Literature Review,” *Revista Romaneasca pentru Educatie Multidimensionala* 13, no. 2 (2021),570. <https://doi.org/10.18662/rrem/13.2/436>.

<sup>52</sup> Clara Herlina Karjo and Wiwik Andreani, “Learning Foreign Languages with Duolingo and Memrise,” in *ACM International Conference Proceeding Series*, 2018. <https://doi.org/10.1145/3231848.3231871>.

that will be settled.<sup>53</sup>

What's interesting about this app is that it allows users to create their own groups and invite others to join and learn together. This is very useful, especially for teachers or lecturers, as they monitored and helped students during the learning process. In addition, the Memrise app also had a game element that makes learning new words more fun. Every time users make progress or learn new words, they will see a virtual flower garden grow little by little, starting from a seed as a symbol of the beginning of learning new words. This feature motivated users to be more active in practicing and repeating the material.

Besides, Nuralisah and Kareviati (2020) reveal that the Memrise app is recommended to be used as an alternative method to improve students' vocabularies acquisition effectively this application provided two sessions that made students motivated and became happier in learning particularly to memorize words. In the first session, the students showed vocabularies in a video that a native speaker talks about and the meanings. Then, students will memorize it. In the second session, to retain students' new vocabulary, this app provides a diversity of rehearsals or quizzes that relate to the word they have memorized before.<sup>54</sup>

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<sup>53</sup> Haisen Zhang, Wei Song, and Jack Burston, "Reexamining the Effectiveness of Vocabulary Learning via Mobile Phones," *Turkish Online Journal of Educational Technology* (2011). doi: 10.1111/j.1365-2729.2008.00289.

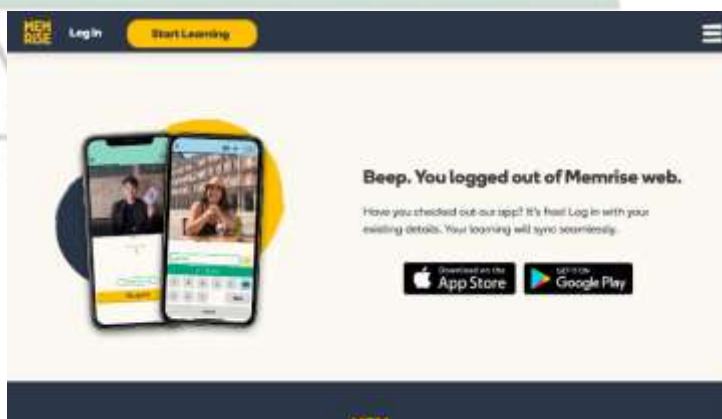
<sup>54</sup> Ai Siti Nuralisah and Evie Kareviati, "THE EFFECTIVENESS OF USING MEMRISE APPLICATION IN TEACHING VOCABULARY," *PROJECT (Professional Journal of English Education)* (2020). <https://doi.org/10.22460/project.v3i4.p494-500>.

Memrise Application has various advantages for both teacher and students, such as:

1. The Memrise Application contains several great features that make it an attractive learning tool both students and teachers. Based on cognitive research, this feature allowed students to interact with the content in a way that permitted information to be kept in long-term memory.
2. The Memrise Application is a multimedia program. Students' attention is drawn to audio that is accompanied by text and graphics, which increased their interest in learning listening.

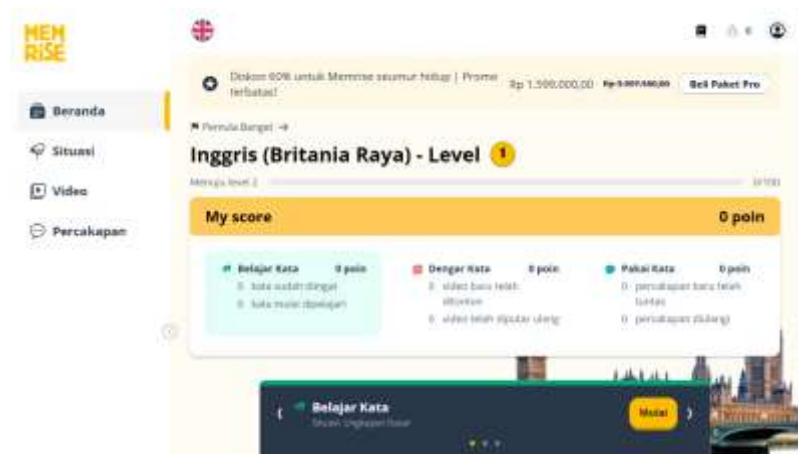
Procedure for using it: first you have to go to the memrise website (<https://www.memrise.com/id/>) and log in using your google account.

**Picture 2.1**



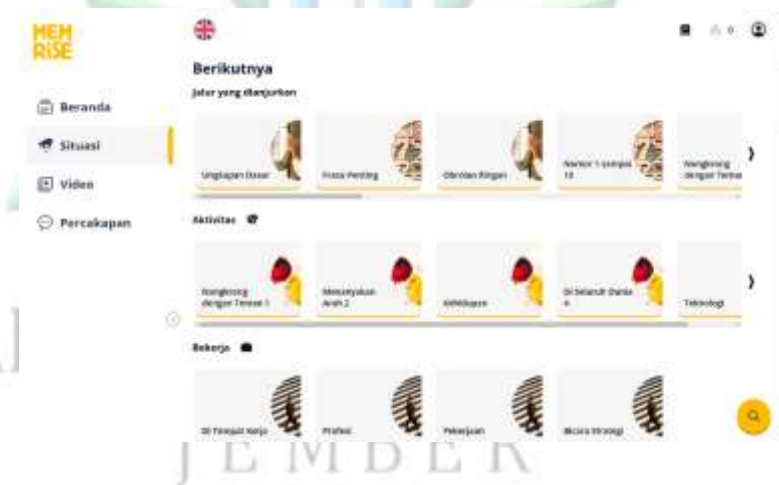
Then the display below will appear, and then select the scenario menu

**Picture 2.2**



Next, select the scenario you want to learn about

**Picture 2.3**





## CHAPTER III

### RESEARCH METHOD

#### A. Approach and Design of Research

This research used a qualitative approach with a descriptive research method. It investigated and interpreted social and human behavior as experienced by research participants in certain social situations.<sup>55</sup>

A qualitative approach was chosen to examine students' perspectives and subjective experiences of using the Memrise app. This research emphasized qualitative descriptive analysis, focusing on students' perceptions.

To collect data, the researcher interviewed students to gain knowledge about their perceptions of the Memrise app. A direct observation was also conducted to obtain better data on students' responses while using the app in the speaking learning context.

An observation sheet was used to systematically record the details of students' behavior and responses. In addition, the researcher explored students' notes, such as some articles, to gain a more personal understanding of their perceptions.

Data analysis focused on deep interpretation of the interviews, observations, and student notes. Related documents that the researcher examined included the Memrise app manual, as well as previous research results that provided context to students' perceptions.

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<sup>55</sup> Donald Ary, *Introduction to Educational Research*, 8th ed. (Canada: Wadsworth Cengage Learning, 2010), 29.

With an emphasis on students' perceptions, it was hoped that this research made a meaningful contribution to understanding how students appraised and experienced the use of the Memrise app in English language learning.

## **B. Research Location**

This research was conducted in a junior high school, specifically at Islamic State Junior High School 6 Banyuwangi. In addition, this school was one of the few schools in Banyuwangi that had implemented the English Day program. Based on the school, it was very interested in learning English, and the facilities provided by the school were also qualified to use technology in learning.

## **C. Research Subject**

In performing the research, the process of selecting research subjects was an important one. The research subjects in this study were class VIII students at Islamic State Junior High School 6 Banyuwangi. This selection was based on several considerations. The researcher asked for recommendations from the English teacher. First, because this research focused on students' speaking ability, it was in accordance with the problems in the school, where many students liked English but experienced difficulties in speaking, and many students disliked English because they felt bored in learning. Secondly, the VIII grade students had a close communication with the researcher to help solve the problem. There were 30 students chosen to be the subjects of this study.

#### D. Data Collection

Data collection procedures through interviews involved the researcher and respondents meeting to exchange information and ideas. The objective was to construct meaning in a topic by gaining an in-depth understanding through questions posed to the respondents.<sup>56</sup>

This section explain how the researcher collected the data:

##### 1. Observation

There are several steps in collecting the data from observation

- a. First, the researcher asked the english teacher in order to join the teaching and learning procces.
- b. Second, the researcher joined the class until the end.
- c. Third, the researcher observed the english teacher in order to sign the information related to what media used by the teacher during teaching and learning.

##### 2. Interview

There are three steps in collecting the data from interview

- a. The researcher made some questions and share them to the students as the subject of the research.
- b. The researcher interviewed the English teacher.
- c. The researcher interviewed the students one by one directly and also record their answers.
- d. The researcher collected the data after interview.

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<sup>56</sup> Sugiyono. Metode Penelitian Kuantitatif Kualitatif Dan R Dan D / Sugiyono .2017:72

## E. Data Analysis

In this study, researcher used Huberman's theory to analyze the data. Huberman and Saldana (2014) argued that analyzing qualitative data should be in an interactive and continuous way.<sup>57</sup> There are four steps of data analysis those are: data collection, data condensation, present data (display data), and drawing or conclusions. Data condensation Refers to the process selecting (choosing), pursuing (focusing), simplifying (simplify), summary (abstract).<sup>58</sup> The steps were taken by the researcher are as follows:

### 1. Data Collection

As stated by Huberman, collecting data in qualitative research consists of a specific approach to collecting information related to the problem under investigation using various techniques such as observations, interviews, and document analysis.

### 2. Data Condensation

Data Condensation is the Proses of selecting, focusing, simplifying and abstracting the data which appears in written up field notes or transcription.<sup>59</sup> In this step the researcher separated the accurate data from inaccurate ones.

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<sup>57</sup> Matthew B. Miles A. Michael Huberman, *Qualitative Data Analysis: A Method Sourcebook*, 3rd ed. (USA: Sage Publication, 2014).10-11. <https://vivauniversity.files.wordpress.com/2013/11/milesandhuberman1994.pdf>.

<sup>58</sup> Eric Dull and Steven P. Reinhardt, "An Analytic Approach for Discovery," *CEUR Workshop Proceedings*, 2014.

<sup>59</sup> A. Michael Huberman.10

The steps taken by researchers are:

a. Selecting

The researcher selected the data wisely, selecting valid data and separating between primary and secondary data.

b. Focusing

The researcher focused on the data as a pre-analysis process based on the limitations of the data in the research objectives.

c. Simplifying and Abstracting

The researcher simplified and abstracts the data by trying to make a summary of the point, process, and statements. Next, the researcher evaluated the accuracy and quality of the data.

## 2 Data Display

As a researcher, it was very important to display the results of data analysis effectively the researcher used a few different presentation methods, including short descriptions, infographic charts, and narrative text. Short descriptions were used to succinctly highlight the main points, while infographic graphics provided clear and easy-to-understand visualizations of the data's patterns or trends. Meanwhile, narrative text gave more in-depth context and explained the correlations between variables. The combination of these three elements enabled a presentation of data analysis results that was comprehensive and informative to the reader.

## 3 Conclusion Drawing and Verification

Researcher drew preliminary conclusions based on data analysis. These conclusions were temporary and can still be revised. Then the researcher conducted the Verification and Presentation of Conclusions Step, which involved collecting additional data in the field, assessing the strength of the evidence, adjusting conclusions if needed, and presenting conclusions with complete information, making them more credible.

## F. Validity of Data

In order to test the validity of data, the researcher used triangulation in this research. Miles and Huberman said that triangulation is a process to checking data validity. It divided into two types first is Source Triangulation and second is Method Triangulation.<sup>60</sup>

### 1. Source Triangulation

As a researcher, the measures of Data Source Triangulation included the process of verifying the credibility of data by verifying it through various sources, such as individuals, time, and place. In its implementation, the researcher collected information from a variety of sources, including students with different characteristics, at the specified time, and also explore the perspectives of the instructor. Thus, this step aims to ensure the validity and reliability of the data through confirmation from different perspectives.

### 2. Method Triangulation

As a researcher, the steps of Method Triangulation include

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<sup>60</sup> Eric Dull and Steven P. Reinhardt, "An Analytic Approach for Discovery," *CEUR Workshop Proceedings*, 2nd ed. (USA: Sage Publication, 2014).10-11. [https://ceur-ws.org/Vol-1304/STIDS2014\\_P1\\_DullReinhardt.pdf](https://ceur-ws.org/Vol-1304/STIDS2014_P1_DullReinhardt.pdf).

evaluating the credibility of data through examining the same data by implementing multiple methods such as observation, interview, and documentation. In this study, the researcher performed deep interviews with students and utilize other methods such as direct observation of speaking lessons with the Memrise app as well as document analysis of the curriculum and syllabus. By combining these various methods, the aim is to ensure the validity of the data through different approaches, so that it enhances the understanding of the phenomenon under research.

## **G. Research Procedure**

Data collection steps include limiting the research, obtaining information through observations and interviews, both structured and unstructured, documentation, visual materials, and designing protocols for recording information.<sup>61</sup> The researcher step explains below:

### **1. Pre-field step**

It is a step when the researcher determined about something that must be done the researcher is in the research field.

#### **a. Develop research design**

In this step the researcher establishes the following: the title of the research, the reasons for the research, the focus of the research, the purpose and benefits of the research, the object of the research and also the method used by the researcher.

#### **b. Choosing research field**

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<sup>61</sup> Creswell, "Research Design Pendekatan Kualitatif, Kuantitatif, Dan Mixed."224

Before conducting the research, a researcher chooses the research field or place. The chosen research place is Islamic junior high School 6 Banyuwangi.

c. Permit processing

Before conducting the research, a researcher took care of licensing in advance to the school. the researcher immediately carried out the stages of the research after getting the permission.

d. Asses the state of the field

After getting permission from the school, researcher started to explore and asses the field in order to know better the background of the research object.

e. Prepare research equipment

In this step, the researcher prepared the equipment needed in the research. It starts from preparing notebooks, papers, etc.

a. Stage of field work

In this step the researcher carried out the research. It means, the researcher collected the data needed by using several methods such as observations, interviews, and documentation.

b. Data analysis stage

In this step, the researcher analyzed the whole data and described it in the form of a report. The researcher consults to the supervisor. By consulting it the supervisor knew that the results of the research are ready to be tested.



## CHAPTER IV

### FINDING AND DISCUSSION

This chapter presents about the description of the research object, research results, and discussion.

#### A. Description of The Research Object

The object of this research is Madrasah Tsanawiyah National 6 Banyuwangi. The location of the Madrasah Tsanawiyah National 6 Banyuwangi is at Karangharjo Village, Glenmore District, Banyuwangi Regency, precisely on Jl. Jember Karangharjo. As a completeness of this object, it will stated about the Madrasah Tsanawiyah National 6 Banyuwangi.

##### 1. Identity of Islamic state of junior high School 6 Banyuwangi

- a. School Name: Islamic state of junior high School 6 Banyuwangi
- b. NISM: 121135100006
- c. Address: Jl. Jember Karangharjo
- d. Postal code: 68466
- e. Internet access: Email (glenmore.mtsn416@gmail.com)
- f. Province: East Java
- g. Regency: Banyuwangi
- h. District: Glenmore
- i. Village: Karangharjo
- j. Accreditation: A
- k. SK Publisher: Ministry of Religion, East Java Province
- l. Year Founded: 25 October 1993

## **2. Vision and Mission of Islamic state of junior high School 6 Banyuwangi**

### **a. Vision**

Produce students who have noble character, excel in achievement, have an insight into science and technology, and have an environmental culture based on faith and piety

### **b. Mission**

- 1) develop appreciation and practice of religious teachings and practice good manners.
- 2) foster a sense of love and pride for the Indonesian nation and homeland and create education that prioritizes anti-corruption and child-friendly values.
- 3) creating a conducive learning climate and fostering student achievement in various fields and creating a clean, healthy, green, shady, beautiful and comfortable environment.

## **3. Status of Teachers of Islamic state of junior high School 6 Banyuwangi**

The Teachers of Islamic state of junior high School 6 Banyuwangi are 28 that the male teachers are 17 and female teachers are 11 include 14 ASN and 14 Non-ASN.<sup>62</sup>

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<sup>62</sup> Lidia, interview by researcher, Banyuwangi, 22<sup>nd</sup> of April 2024.

#### **4. Status of the Learners of Islamic state of junior high School 6 Banyuwangi**

The status of the learners are 370 islamic studies, in this research involved 30 grade 8 students from superior classes at Islamic state of junior high School 6 Banyuwangi. These students participate in a full day program with a special curriculum that emphasizes academic activities. Even though they are in superior classes, their English skills vary greatly. Approximately 70% of students had English skills equivalent to middle school students in general in Indonesia, where they only master basic words and are able to understand simple sentences. Meanwhile, the remaining 30% have below average abilities, where they have difficulty even understanding basic words and tend to have difficulty constructing grammatically correct sentences.<sup>63</sup>

#### **B. FINDING**

This chapter provides the findings and a detailed description of the data collected through the research methods and procedures described in Chapter 3. The findings were structured as answers to the research questions and presented in the form of patterns, themes, categories, or typologies derived from the data analysis. The results of this study purpose to explain the research topic, “Students' Perception of the Use of Memrise Application in English Learning through Morpho-phonemic Approach in Junior High School.”

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<sup>63</sup> Lidia, interview by researcher, Banyuwangi, 22<sup>nd</sup> of April 2024.

## 1. Students' Perceptions of Using Memrise in Learning English Speaking through Morpho-Phonemic Approach

The main focus of this study was to understand students' perceptions of the use of Memrise in English language learning within the framework of the morpho-phonemic approach. Insights were given by the English teacher, Mrs. Lidia, and the students who discussed their experiences of using Memrise.

Ms. Lidia's Perspective:

*"Kami menggunakan Memrise dua kali seminggu dalam sesi 60 menit. Alasan saya memilih Memrise adalah karena fitur-fitur interaktif yang tersedia di dalamnya dapat meningkatkan kemampuan berbicara siswa. Dengan berfokus pada game dan latihan skenario yang lebih realistis, siswa dapat terlibat lebih dalam dengan materi pembelajaran. Dengan menggunakan Pendekatan Morfo-Fonemik, saya fokus pada pengajaran elemen-elemen morfologi dan fonologi seperti kata dasar, pola tekanan, dan intonasi. Fitur-fitur ini membantu siswa meningkatkan kemampuan berbicara mereka dengan cara yang tertata, sehingga memungkinkan mereka untuk melakukan komunikasi yang lebih baik dalam komunikasi praktis."*<sup>64</sup>

Ms. Lidia pointed out that the main reason she chose to use Memrise was its ability to offer an engaging and structured learning tool that aligns with the objectives of the morpho-phonemic approach. She specifically pointed out that through the scenario feature, students practiced speaking in contexts that closely mimic real-life situations. This made the learning process not only educational but also practical for students who wanted to speak English in everyday conversation. This is align with Almazova et al, that argue Scenarios helped students practice

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<sup>64</sup> Lidia, interview by researcher, Banyuwangi, 22<sup>nd</sup> of April 2024.

and improve their professional communication skills, construct knowledge, perform professional roles, and reflect on their experiences in a safe setting.<sup>65</sup>

#### Faruq's Experience:

*“Ya, kita menggunakan Memrise dua kali seminggu, setiap sesi sekitar 60 menit. Saya merasa aplikasi ini sangat menyenangkan karena membantu saya berlatih berbicara dengan pelafalan yang benar sambil mempelajari kata-kata baru. Saya juga menyukai fitur skenario karena terasa seperti latihan di kehidupan nyata.”<sup>66</sup>*

#### Alvin's experience:

*“Saya dulu malu ketika berbicara bahasa Inggris karena pengucapan saya, tapi dengan menggunakan Memrise saya jadi semakin percaya diri. Saya merasa fitur gamifikasi sangat memotivasi, dan skenario-skenario yang ada membantu saya merasa siap untuk melakukan percakapan yang sesungguhnya.”<sup>67</sup>*

#### Cyrilla's Experience:

*“Saya senang menggunakan aplikasi ini karena membantu saya memahami pengucapan dengan lebih baik, terutama dalam hal pola penekanan dalam kalimat. Skenarionya terasa seperti percakapan nyata dan membuat pembelajaran menjadi lebih menyenangkan.”<sup>68</sup>*

#### Zaka's Experience:

*“Mempelajari bagaimana kata-kata disusun dan bagaimana bunyinya membantu saya menghafalnya dengan lebih baik. Hal ini juga membuat mereka lebih mudah digunakan dalam kalimat. Skenario dalam Memrise sangat berguna dalam latihan berbicara untuk English Day, karena saya dapat mempraktikkannya dalam konteks yang lebih nyata.”<sup>69</sup>*

#### Rima's Experience:

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<sup>65</sup> Almazova et al., “Scenario-Based Instruction: The Case of Foreign Language Training at Multidisciplinary University(2021),6.”

<sup>66</sup> Faruq, interview by researcher, Banyuwangi, 21<sup>st</sup>of Mei 2024.

<sup>67</sup> Alvin, interview by researcher, Banyuwangi, 21<sup>st</sup>of Mei 2024.

<sup>68</sup> Cyrilla, interview by researcher, Banyuwangi, 21<sup>st</sup>of Mei 2024.

<sup>69</sup> Zaka, interview by researcher, Banyuwangi, 21<sup>st</sup>of Mei 2024.

*“Saya menggunakan Memrise dua kali seminggu. Ini sangat membantu, tetapi saya merasa bahwa 60 menit terkadang tidak cukup untuk belajar berbicara sepenuhnya.”<sup>70</sup>*

Adistya's Experience:

*“Fitur yang paling membantu saya adalah latihan skenario. Saya merasa lebih nyaman berbicara bahasa Inggris setelah menggunakan Memrise secara teratur.”<sup>71</sup>*

Putri's experience:

*“Fitur Skenario sangat membantu, namun menurut saya perlu ada lebih banyak variasi untuk membuat pelatihan menjadi lebih menarik.”<sup>72</sup>*

Dixky's experience:

*“Saya merasa kemampuan struktur kalimat saya meningkat pesat sejak menggunakan Memrise. Memrise membantu saya berbicara dengan lebih lancar dan menghubungkan ide-ide saya dengan lebih baik.”<sup>73</sup>*

Ganendra's experience:

*“Saya merasa bahwa menggunakan Memrise telah membantu saya mengucapkan kata-kata dengan lebih jelas dan merangkai kalimat dengan lebih cepat.”<sup>74</sup>*

Helena's experience:

*“Saya tidak merasa bahwa Memrise telah membuat perbedaan besar dalam keterampilan berbicara saya. Saya masih berjuang dengan beberapa masalah pengucapan.”<sup>75</sup>*

Through the interview above, it can be seen that the data above is in accordance with the context of education Jarvis (2006) defines teaching as a deliberate activity in which opportunities for learning are provided.<sup>76</sup>

<sup>70</sup> Rima, interview by researcher, Banyuwangi, 21<sup>st</sup> of Mei 2024.

<sup>71</sup> Adistya, interview by researcher, Banyuwangi, 21<sup>st</sup> of Mei 2024.

<sup>72</sup> Putri, interview by researcher, Banyuwangi, 21<sup>st</sup> of Mei 2024.

<sup>73</sup> Dixky, interview by researcher, Banyuwangi, 21<sup>st</sup> of Mei 2024.

<sup>74</sup> Ganendra, interview by researcher, Banyuwangi, 21<sup>st</sup> of Mei 2024.

<sup>75</sup> Helena, interview by researcher, Banyuwangi, 21<sup>st</sup> of Mei 2024.

<sup>76</sup> Jarvis, “The Theory and Practice of Teaching: Second Edition.”

This definition is very relevant in English language teaching, where teachers needed to create an environment that supports students to actively participate and interact. Additionally, the nature of the student-teacher relationship and student-peer relationships played a crucial role in the learning process. Anca Popovici emphasized that considering students' perceptions is important in order to develop the academic program of the school itself. According to Jack, students' perception referred to students' awareness of something. For instance, in the educational field, each student is aware of the techniques or media used by teachers in the classroom.<sup>77</sup> Those statements also supported by Schmitz that the way people pay attention and see things, especially using the five senses, is called perception. The existence of an idea and understanding of something arises from a perception that is present as a result of seeing and understanding.<sup>78</sup> And to Qiong (2017), about the definition of perception in philosophy, psychology, and cognitive science is the process of achieving awareness or understanding of sensory information.<sup>79</sup> This understanding of perception enhanced the effectiveness of teaching strategies, ensuring that students felt connected and engaged in their learning journey.

While, Camenson (2007:6) that teachers needed to have the qualities that all teachers possess, which are intelligence, patience, and

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<sup>77</sup> Dunk-West and Verity, *Pract. Soc. Work Sociol.*

<sup>78</sup> Fkip Ump, "Students' Perception on English Song, Fauzan Hanif, FKIP UMP, 2019" (2016): hal. 5–14. [https://repository.ump.ac.id/9749/1/Fauzan%20Hanif\\_COVER.pdf](https://repository.ump.ac.id/9749/1/Fauzan%20Hanif_COVER.pdf).

<sup>79</sup> Wiyogo Purnomoadjie and Mulyadi Mulyadi, "A Syntactical Analysis on Sentence Structure Used in Two Adeles's Songs," *PANYONARA: Journal of English Education* (2019).

creativity.<sup>80</sup> In this context, it is important for teachers to encourage students not only to listen but also to speak actively. Parupalli Srinivas Rao emphasizes that speaking is an active or productive skill, which means students had to be encouraged to practice speaking both inside and outside the classroom.<sup>81</sup> Therefore, speaking instruction needed to be well-designed to ensure that students can actively use English in various contexts, both formal and informal.

Related to speaking, it cannot be separated from linguistics. From a linguistic perspective, Linguistics is the field that examines the structure, function, and use of language in various aspects, including phonology, phonetic, morphology, syntax, semantics, pragmatics, and sociolinguistics.<sup>82</sup> Richard (2013:343) states that linguistics studies language as a system of human communication, encompassing various approaches and areas, such as the relationship between language and cognition and the influence of social factors.<sup>83</sup> Yendra (2016:35) adds that linguistics systematically examines all aspects of language, including form, function, and discourse.<sup>84</sup> Overall, these perspectives highlight the multifaceted nature of linguistics as an important field of study. Mukarromah Inayatul (2020:20) explains that morphology is the smallest

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<sup>80</sup> Blythe Camenson, *Opportunities in Teaching English to Speakers of Other Languages*, (New York: McGraw-Hill, 2007), 6.

<sup>81</sup> Hussain, "The Importance of Speaking Skills in English Classrooms."

<sup>82</sup> Hayes, Bruce, et al. *Linguistics: An introduction to linguistic theory*. John Wiley & Sons, 2013.1

<sup>83</sup> Richards and Schmidt, *Longman Dict. Lang. Teach. Appl. Linguist.*

<sup>84</sup> Yendra, *Mengenal Ilmu Bahasa (Linguistik)* - Google Books.



part of expression related to a unit of meaning, namely the morpheme.<sup>85</sup> Understanding free morphemes is very important for students to build more complex and meaningful sentences. While the topic discussed did not only discuss about morphology but phonology did too, Chaer (2014:102) that phonology is the field of linguistics that studies the sequence of sounds in language.<sup>86</sup> Mastery of good pronunciation and understanding of stress patterns and intonation are very important in speaking skills. Students who have a good understanding of phonology are able to speak more naturally and clearly, which is certainly very helpful in everyday communication.

In today's digital era, the Memrise application presents an innovative solution in teaching speaking. Memrise offers scenario features that allow students to practice speaking in realistic contexts. This feature had proven effective in improving students' speaking skills, as expressed by Ganendra and Dixky, who experienced significant improvement in how they build sentences and connect ideas while speaking. This aligns with Dewi Sri Kuning's (2020) statement that Memrise provides various interactive exercises that encourage users to practice speaking.<sup>87</sup> This statement was also supported by Almazova et al. (2021) that scenarios provide opportunities for learners to engage in realistic conversations that

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<sup>85</sup> Mukarromah et al., "Designing Morphosyntax Material for EFL Students: Indonesian Case."

<sup>86</sup> Chaer, "Linguistik Umum Edisi Revisi."

<sup>87</sup> SRI KUNING, "APPLICATIONS OF SOCIAL MEDIA TO LEARN SPEAKING."

resemble real-life situations.<sup>88</sup> Thus, students can practice speaking in contexts they may encounter in the professional world, such as in job interviews, presentations, or everyday conversations. Students like Ganendra and Zaka acknowledge that gamification in Memrise, which included fun game elements, helped them stay motivated and active in their practice.

The theory of gamification is also highly relevant in the context of language learning. This also supported by Karwan Al-Dosakee and Fezile Ozdamli (2021), the aim of gamification in language learning is to increase learners' motivation, engagement, and integration with learning materials, making the learning process more enjoyable and effective. Gamification sought to transform language acquisition into a more stimulating experience by incorporating game elements such as levels, badges, points, and competition. This approach not only enhanced learners' enthusiasm but also encourages active participation, ultimately facilitating better learning outcomes in language education.<sup>89</sup>

Classroom observations show that students become more engaged in speaking lessons. For example, Faruq and Rima actively participate in pronunciation exercises and provide feedback to each other. This interaction not only reinforces their speaking skills but also built their confidence in using English. Thus, Memrise not only contributed to the

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<sup>88</sup> Almazova et al., "Scenario-Based Instruction: The Case of Foreign Language Training at Multidisciplinary University."

<sup>89</sup> Al-Dosakee and Ozdamli, "Gamification in Teaching and Learning Languages: A Systematic Literature Review(2021),569.

improvement of speaking skills and vocabulary but also creates a more interactive and enjoyable learning experience. Through various supporting features, Memrise served as an effective tool in building students' speaking skills comprehensively, ensuring they are ready to face communication challenges in the real world.

## 2. Effectiveness of the Use of Memrise Application in Learning English Speaking Skills through Morpho-phonemic Approach

The evaluation of Memrise's use in learning English speaking skills centred on a few key aspects, including how often students engaged with the app, their perceptions of the gamification features and scenarios, and their progress in applying morphophonemic approaches in speaking practice. Data collected through interviews with students and classroom observations provided a comprehensive insight into the effectiveness of Memrise in improving speaking skills.

Students generally reported using Memrise twice a week for about 60 minutes per session. This frequency of use was consistent across most responses:

- Alvin stated,
 

*“Ya, saya menggunakannya dua kali seminggu, setiap sesi sekitar 60 menit.”*<sup>90</sup>
- Faruq added,
 

*“Kami menggunakan Memrise dua kali seminggu di kelas, setiap sesi berlangsung selama 60 menit.”*<sup>91</sup>

<sup>90</sup> Alvin, interview by researcher, Banyuwangi, 21<sup>st</sup> of Mei 2024.

<sup>91</sup> Faruq, interview by researcher, Banyuwangi, 21<sup>st</sup> of Mei 2024.

- Zaka confirmed,

*“Setiap minggu kami memiliki dua sesi, dan setiap sesi kami menggunakan Memrise selama 60 menit untuk latihan berbicara.”<sup>92</sup>*

- Ganendra mentioned,

*“Saya sering menggunakan Memrise dua kali seminggu di kelas, setiap sesi berdurasi 60 menit.”<sup>93</sup>*

- Dixky shared,

*“Kami menggunakan Memrise dua kali seminggu, dan menurut saya 60 menit per sesi sudah cukup untuk latihan.”<sup>94</sup>*

- Rima remarked,

*“Saya menggunakan Memrise dua kali seminggu, tapi terkadang saya merasa waktu 60 menit tidak cukup untuk melakukan latihan berbicara secara penuh.”<sup>95</sup>*

This regular engagement allowed students to become more familiar with the app’s features and contributed to steady progress in their speaking skills.

A central element of Memrise’s appeal to students is the gamification feature, which includes points, rewards, and visual progress tracking. This feature seemed to motivate students to practice more consistently:

- Alvin mentioned,

*“Fitur gamifikasi ini membuat saya lebih bersemangat untuk berlatih. Saya senang melihat kemajuan saya dan poin yang saya kumpulkan.”<sup>96</sup>*

- Faruq highlighted,

*“Sistem poin memotivasi saya untuk terus melatih*

<sup>92</sup> Zaka, interview by researcher, Banyuwangi, 21<sup>st</sup> of Mei 2024.

<sup>93</sup> Ganendra, interview by researcher, Banyuwangi, 21<sup>st</sup> of Mei 2024.

<sup>94</sup> Dixky, interview by researcher, Banyuwangi, 21<sup>st</sup> of Mei 2024.

<sup>95</sup> Rima, interview by researcher, Banyuwangi, 21<sup>st</sup> of Mei 2024.

<sup>96</sup> Alvin, interview by researcher, Banyuwangi, 21<sup>st</sup> of Mei 2024.

*kemampuan berbicara saya.*"<sup>97</sup>

- Zaka found the competitive nature of gamification helpful, stating,

*"Hal ini membuat belajar menjadi menyenangkan karena ada tantangan untuk mencapai poin tertinggi."*<sup>98</sup>

- Helena shared,

*" Saya tidak terlalu fokus pada poin atau hadiah. Saya lebih suka fokus pada latihan itu sendiri daripada fitur gamifikasi."*<sup>99</sup>

From the results of the interview above, it was found that in accordance with the theory of gamification from Al-Dosakee and Ozdamli (2021) Gamified learning often includes role-playing, simulations, and interactive games that require learners to speak and communicate in real-time. This encouraged practice in a fun and low-pressure environment, which boosted confidence in speaking.<sup>100</sup> Overall, the gamification feature was seen as a valuable tool that encouraged students to engage more actively in speaking exercises.

The scenario feature of Memrise, which allowed students to practice speaking in realistic contexts, was highly praised for its ability to improve fluency and speaking accuracy. Students found this feature to be particularly helpful in preparing for real-world conversations:

- Alvin remarked,

*"Fitur skenario membantu saya berbicara lebih lancar karena latihannya terasa seperti situasi nyata."*<sup>101</sup>

<sup>97</sup> Faruq, interview by researcher, Banyuwangi, 21<sup>st</sup> of Mei 2024.

<sup>98</sup> Zaka, interview by researcher, Banyuwangi, 21<sup>st</sup> of Mei 2024.

<sup>99</sup> Helena, interview by researcher, Banyuwangi, 21<sup>st</sup> of Mei 2024.

<sup>100</sup> Al-Dosakee and Ozdamli, "Gamification in Teaching and Learning Languages: A Systematic Literature Review(2021),569."

<sup>101</sup> Alvin, interview by researcher, Banyuwangi, 21<sup>st</sup> of Mei 2024.

- Cyrilla echoed this sentiment, saying,

*“fitur skenario mempersiapkan saya untuk berbicara dalam berbagai situasi sehari-hari, dan saya merasa lebih lancar setelah berlatih.”<sup>102</sup>*

- Zaka noted,

*“Fitur skenario membuat saya merasa lebih siap untuk berbicara bahasa Inggris di luar kelas karena situasinya sangat realistis.”<sup>103</sup>*

- Putri commented,

*“Fitur skenario sangat membantu, tetapi menurut saya, perlu ada lebih banyak variasi dalam situasi yang disajikan agar lebih menarik.”<sup>104</sup>*

The scenario feature provided a practical context for students to apply what they learned in speaking exercises, significantly improving their fluency and confidence. This is match with Almazova et al(2021) By role-playing various scenarios, students developed and refine their professional communication skills, such as paraphrasing, questioning, and maintaining conversation flow, which are essential for effective speaking.<sup>105</sup>

One of the primary focused of the morpho-phonemic approach in Memrise is improving pronunciation and the correct stressing of words in spoken English. Students reported noticeable progress in these areas:

- Alvin shared,

*“Memrise sangat membantu dalam meningkatkan pelafalan*

<sup>102</sup> Cyrilla, interview by researcher, Banyuwangi, 21<sup>st</sup> of Mei 2024.

<sup>103</sup> Zaka, interview by researcher, Banyuwangi, 21<sup>st</sup> of Mei 2024.

<sup>104</sup> Putri, interview by researcher, Banyuwangi, 21<sup>st</sup> of Mei 2024.

<sup>105</sup> Almazova et al., “Scenario-Based Instruction: The Case of Foreign Language Training at Multidisciplinary University(2021),5.”

dan penekanan kata saya. Saya merasa lebih percaya diri saat mengucapkan kata-kata yang sulit.”<sup>106</sup>

- Adistya stated,

“Pengucapan saya menjadi jauh lebih baik setelah berlatih dengan Memrise, terutama dalam hal mendapatkan tekanan kata yang tepat.”<sup>107</sup>

- Rima mentioned,

“Saya tidak merasa pelafalan saya meningkat pesat, meskipun saya sudah berlatih.”<sup>108</sup>

**Table 4.1**

**Word Transition and stressing in memrise**

No	Complete Sentence	Transition	Phonetic	Phonemic
1	How can I help you?	Can i	kæn ai	Linking: kə'naɪ
2	it's a good place to eat	Want to	pleɪs tə	Reduction: pleɪstə
3	I want to eat something	Want to	wɒnt tə	Flapping: wɑ:nə
4	I am so hungry I could eat a horse	Eat a	i:t ə	Linking: i:tə
5	she just wants to relax	Wants to	wɒnts tə	Reduction: wɒnstə
6	he wants to go shopping	Wants to	wɒnts tə	Reduction: wɒnstə
7	food is life	Food is	fu:d ɪz	Linking: fu:'dɪz

<sup>106</sup> Alvin, interview by researcher, Banyuwangi, 21<sup>st</sup> of Mei 2024.

<sup>107</sup> Adistya, interview by researcher, Banyuwangi, 21<sup>st</sup> of Mei 2024.

<sup>108</sup> Rima, interview by researcher, Banyuwangi, 21<sup>st</sup> of Mei 2024.

**Table 4.2**

No	Complete Sentence	stressing	Phonetic
1	To eat	Stress on eat	'i:t
2	To want	Stress on want	'wɒnt
3	To drink	Stress on drink	'drɪŋk
4	To relax	Stress on lax	rɪ'læks
5	disgusting	Stress on gus	dɪs'gʌstɪŋ
6	Shopping	Stress on shop	'ʃɒpɪŋ
7	tasty	Stress on tas	'teɪsti

Transitions between words and stressing are tracking the principles of phonetics and phonemics:

1. Phonetics studies sounds in terms of their physical production and acoustical attributes.<sup>109</sup> All of the aforementioned concepts are clearly present in Memrise as well, where linking, reduction and flapping are key focal points for learners — you literally hear how something is produced and articulated in connected speech. For instance by teaching how “wants to” becomes /wɒnstə/, allowing students to better replicate authentic speech.
2. Phonemics is concerned with the functional role of sounds in being able to convey meaning.<sup>110</sup> Memrise trains learners in these subtle phonemic variants, including the reductions inherent in transitions from one word to

<sup>109</sup> Chaer, “Linguistik Umum Edisi Revisi.”

<sup>110</sup> Ibid.,p.34



the next, so learners can consume and produce speech while retaining meaning. Stress also plays a role in phonemics, as incorrect stress can change a word's meaning or make speech more difficult to understand.

In the case of students, exercises that train them in word connecting (read “food is” → /fu:'dɪz/) and subtraction (read “want” → /wɑ:nə/) of syllables as well as putting stress on certain words (in “To relax” the stress is on lax, /rɪ'læks/) put learning theory into practice. Other students who had problems with pronunciation also confirmed what was reported that Memrise exercises helped them to pronounce sounds and even use the correct stress where the sound was needed so that their speech was clearer and smoother.

Memrise allows students to sound natural when speaking in English as they incorporate word transitions and stressing. The interaction between phonetics with phonemics is also not left out as they are two different domains but work together so that students not only focus on the pronunciation of words but also speak like native speakers with their patterns and gestures.

However, even for students who experienced slower progress, there was still a consensus that the exercises in Memrise were beneficial for learning how to pronounce words more accurately and apply the correct stress patterns. As said by Sri Kuning (2020) that the app included audio clips from native speakers, allowing users to hear and practice

correct pronunciation. This helps learners develop a more authentic accent and improve their speaking clarity.<sup>111</sup>

Students also reported improvements in their overall speaking fluency and the ability to construct sentences more effectively. Many students applied sentences easier by using memrise application:

- Alvin stated,

*“Saya merasa jauh lebih lancar sekarang. Misalnya, saya bisa menyusun kalimat lebih cepat dalam percakapan.”<sup>112</sup>*

- Cyrilla added,

*“My sentence structure has improved. I can speak without many pauses or breaks in the middle of sentences.”<sup>113</sup>*

- Helena commented,

*“Saya telah membuat sedikit kemajuan dalam kefasihan, tetapi saya pikir saya masih membutuhkan lebih banyak latihan untuk benar-benar percaya diri.”<sup>114</sup>*

The morpho-phonemic approach focuses on helping students understand free morphemes (root words without affixes) and improving the using of word transitions in speaking. Most students indicated that they had gained a better understanding of free morphemes and how to use them in sentences:

- Zaka said,

*“Memrise benar-benar membantu saya memahami kata-kata dasar seperti 'lari' atau 'makan', dan saya bisa menggunakannya dengan lebih akurat dalam kalimat.”<sup>115</sup>*

<sup>111</sup> SRI KUNING, “APPLICATIONS OF SOCIAL MEDIA TO LEARN SPEAKING(2020),80.”

<sup>112</sup> Alvin, interview by researcher, Banyuwangi, 21<sup>st</sup> of Mei 2024.

<sup>113</sup> Cyrilla, interview by researcher, Banyuwangi, 21<sup>st</sup> of Mei 2024.

<sup>114</sup> Helena, interview by researcher, Banyuwangi, 21<sup>st</sup> of Mei 2024.

<sup>115</sup> Zaka, interview by researcher, Banyuwangi, 21<sup>st</sup> of Mei 2024.

- Ganendra added,

*“Sekarang saya memahami morfem bebas dengan lebih baik, dan ini membantu saya menyusun kalimat dengan lebih tepat.”<sup>116</sup>*

- Dixky remarked,

*“Transisi antar kata saya jauh lebih lancar setelah berlatih dengan Memrise. Saya bisa menghubungkan kalimat dengan lebih baik.”<sup>117</sup>*

- Faruq shared,

*“Setelah berlatih dengan Memrise, saya jadi lebih mudah menghubungkan dua kata dalam satu kalimat.”<sup>118</sup>*

Incorporating Morphology lessons such as free morphemes into exercises as well as word transition activities aided learners' comprehension of the language system should have been a goal of Memrise. This knowledge resulted in better sentence formation as well as more fluent use of words in speaking.

Generally, morphology is known as the analysis of the structure of words and the principles that regulate the construction of each of those words. In addition, Inayatul Mukarromah (2020:20) also emphasizes that morphology concerns itself with the smallest meaningful unit of a language, the morpheme. An example of free morpheme is words like 'run' or 'eat' as a free morpheme may not be broken into smaller parts.

The present study emphasizes teaching students free morphemes as understanding and using them is crucial as they provide context for a sentence. Chaer (2014) states a morpheme is the smallest grammatical structure that has

<sup>116</sup> Ganendra, interview by researcher, Banyuwangi, 21<sup>st</sup> of Mei 2024.

<sup>117</sup> Dixky, interview by researcher, Banyuwangi, 21<sup>st</sup> of Mei 2024.

<sup>118</sup> Faruq, interview by researcher, Banyuwangi, 21<sup>st</sup> of Mei 2024.

meaning . This was also evident in students' reflections as many learners claimed that they used Memrise to help them understand how to use some basic words appropriately in sentences. That are in accordance with Nuralisah and Kareviati (2020) Memrise included audio, images, and videos to provide context for vocabulary words. This multimodal approach caters to different learning styles, helping students understand and remember words more effectively by associating them with visual and auditory cues.

The evaluation of Memrise through the lens of the morpho-phonemic approach showed that it is an effective tool for enhancing speaking skills. The gamification and scenario features were highly appreciated by students, contributing to their improvement in fluency, pronunciation, and sentence structure. However, the need for more extended practice time and deeper focus on challenging areas like pronunciation remains. Overall, Memrise proves to be a valuable aid in developing students' English speaking skills at MTsN 6 Banyuwangi.

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**Table 4.3****Data Presentation and Analysis**

No	Focus	Findings
1	Students' perception of the use of Memrise in learning English speaking skills	Memrise helped students enhance their speaking skills by improving pronunciation, fluency, and understanding of word formation. The scenario feature, which mimics real-life situations, enabled students to apply their speaking skills in a practical and engaging way.
2	Evaluation of the use of Memrise in learning English speaking skills	Formative and summative assessments indicated improvements in pronunciation, morphological understanding, and fluency. The scenario feature was essential for helping students practice their speaking skills in realistic contexts, making them more confident and effective communicators.

This study found that the Memrise app, when combined with the Morpho-phonemic Approach and its scenario features, significantly enhanced the speaking skills of students at MTsN 6 Banyuwangi. The app not only helped improve pronunciation and sentence construction but also increased fluency, allowing students to practice speaking in practical, real-life contexts. While the interactive and structured nature of Memrise provided a solid foundation for learning, some students suggested that more time or intensity in the practice sessions could further boost their progress, particularly in areas like pronunciation and fluency.

## C. DISCUSSION

This chapter discusses the research findings, analyzing and interpreting the data in light of the research questions and objectives. It explored the impact of the Memrise app, integrated with the morpho-phonemic approach, on students' speaking skills in English learning. This section is structured into three key areas: the students' perceptions of using Memrise, the effectiveness of the morpho-phonemic approach in improving their speaking skills, and the evaluation methods employed by the teacher to measure progress.

### 1. Students' Perceptions of Using Memrise in Learning English Speaking through the Morpho-Phonemic Approach

The findings reveal that students generally perceive Memrise positively, particularly its ability to boost motivation, confidence, and engagement in English learning. The gamification elements of the app, coupled with scenario-based exercises, allowed students to practice English in real-world contexts, making the learning experience interactive and enjoyable. This is consistent with findings from Al-Dosakee and Ozdamli, who stated that the aim of gamification in language learning is to increase learners' motivation, engagement, and integration with learning materials, making the process more enjoyable and effective. Gamification sought to transform language acquisition into a more stimulating experience by incorporating game elements such as levels, badges, points, and competition. This approach not only enhancing learners' enthusiasm

but also encourages active participation, ultimately facilitating better learning outcomes in language education.<sup>119</sup>

Faruq, Alvin, and Cyrilla, among other students, indicated that Memrise made learning English more enjoyable while significantly enhancing their pronunciation skills. Alvin specifically mentioned that Memrise helped him gain confidence in speaking English, especially regarding pronunciation and fluency. His experience aligned with Camenson's theory, which argued that technology-infused learning can foster confidence and improve language skill acquisition.<sup>120</sup> This is critical, particularly for students like Alvin, who previously struggled with speaking English due to a lack of confidence in pronunciation.

Moreover, the morpho-phonemic approach incorporated into Memrise, focusing on morphemes and phonemes, proved especially effective for students like Zaka and Cyrilla. By breaking down words into morphemes and emphasizing phonemic stress, students were able to better understand word structure and improve pronunciation. This echoes Harmer's framework, which posits that Understanding linguistic structures, such as morphology and phonology, is crucial for language comprehension and fluency, as they enable learners to decode words and grasp their meanings. The interplay between phonological and morphological awareness becomes especially important as learners engage with more complex language, essential for academic success and effective

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<sup>119</sup> Al-Dosakee and Ozdamli, "Gamification in Teaching and Learning Languages: A Systematic Literature Review."

<sup>120</sup> Camenson, *Opportunities in Teaching English to Speakers of Other Languages*, p. 26

communication.<sup>121</sup> By focusing on morphemes and phonemes, students were not only able to memorize vocabulary more effectively but also apply this knowledge to enhance their speaking abilities, making their speech more coherent and structured.

For students like Faruq and Cyrilla, the scenario-based practice offered by Memrise made the learning process felt more practical, allowing them to apply linguistic concepts in everyday conversations. This experience was aligned with research by Zhang, Song, and Burston, who noted that scenario-based learning provides a real-world context for language learners, enhancing both fluency and accuracy.<sup>122</sup> However, not all students felt the same; Rima, for instance, expressed that the 60-minute practice sessions were sometimes insufficient for more in-depth practice, which indicated that while Memrise provides a robust framework, more intensive or frequent practice might be needed for some learners.

## **2. Effectiveness of the Use of Memrise Application in Learning English Speaking Skills through Morpho-phonemic Approach**

The research demonstrated that the morpho-phonemic approach, as implemented through Memrise, significantly contributed to improvements in the students' speaking abilities. This approach emphasized the understanding of morphemes (word roots) and phonemes (distinct sounds), focusing particularly on pronunciation and stress patterns. Research by

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<sup>121</sup> NCADV, “乳鼠心肌提取 HHS Public Access,” *Physiology & behavior* 176, no. 1 (2017): 145.

<sup>122</sup> Zhang, Song, & Burston, Reexamining the Effectiveness of Vocabulary Learning via Mobile Phones, p. 63



Giyatmi supports this, stating that a focus on morphology in language teaching helped learners understand how words are constructed, which in turn enhances their ability to use these words in speech.<sup>123</sup> In this study, Mrs. Lidia integrated the morpho-phonemic approach in her lessons to ensure students could both understand the structure of words and pronounce them correctly.

One key feature of the morpho-phonemic approach is its focus on free morphemes, which are the base forms of words without any affixes. Students like Zaka noted that this method allowed them to understand basic words more thoroughly, helping them construct sentences more accurately.<sup>124</sup> This aligns with Richards and Schmidt's explanation that a strong understanding of morphemes greatly facilitated vocabulary acquisition and fluency.<sup>125</sup> Furthermore, the practice of emphasizing stress patterns was particularly beneficial for students like Cyrilla, who found that it helped her speak more naturally and confidently in English.

In addition to pronunciation, the morpho-phonemic approach also helped students transition between words more smoothly in their speech, a critical skill for maintaining fluency. Researcher observations showed that students who practiced with Memrise frequently, such as Faruq and Cyrilla, were able to link sentences and ideas more fluidly in conversation, demonstrating an improvement in overall communication skills. This

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<sup>123</sup> Giyatmi, *Morphology for English Language Teaching*, p. 33

<sup>124</sup> *Ibid.*, p. 34

<sup>125</sup> Richards & Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, p. 105

improvement can be attributed to the structured and repetitive nature of the exercises, which allowed students to internalize both morphological and phonological principles over time.

Evaluation of the students' progress was carried out through a combination of formative and summative assessments. As outlined by Hughes, effective language teaching materials must provide practice that not only improved language skills but also encourages self-reflection and metacognitive learning.<sup>126</sup> In the case of Memrise, this was achieved through regular assessments, including quizzes, classroom observations, and feedback from both the teacher and peers.

The scenario-based feature in Memrise was a central element in these evaluations, providing students with an opportunity to apply their understanding of morphemes and phonemes in practical, real-life contexts. This method of assessment aligns with the work of Scott, who advocates for practical application as a measure of language proficiency.<sup>127</sup> Students like Dixky and Ganendra reported significant improvements in constructing sentences and transitioning between words, demonstrating increased fluency and coherence in their speech. This was further supported by classroom observations, where students were noted to be more engaged and active during speaking exercises.

While most students responded positively to the frequency of practice sessions (twice a week for 60 minutes), Rima expressed that this

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<sup>126</sup> Hughes, *Testing for Language Teachers*, p. 45

<sup>127</sup> Scott, *Teaching English Speaking and Pronunciation*, p. 78

might not be sufficient for more advanced learners seeking to refine their speaking skills further. This suggested that while Memrise offers a solid foundation for language learning, it was be supplemented with additional practice or more frequent sessions to address the needs of students aiming for higher levels of proficiency.

The integration of Memrise with the morpho-phonemic approach has proven to be an effective tool for enhancing the speaking skills of students at MTsN 6 Banyuwangi. The app's gamification elements, combined with scenario-based exercises, provided students with a structured yet engaging method for improving their pronunciation, fluency, and sentence construction in English. However, some students indicated that more extensive or frequent practice could lead to even greater progress, particularly in areas such as advanced pronunciation and stress pattern recognition.

These findings are consistent with previous research, which highlights the importance of combining linguistic principles, such as morphology and phonology, with interactive technology in language education.<sup>128</sup> As such, the use of Memrise and similar applications in educational settings should be considered a valuable tool in language instruction, particularly when integrated with structured linguistic approaches like the morpho-phonemic method.

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<sup>128</sup> Zhang et al., Reexamining the Effectiveness of Vocabulary Learning via Mobile Phones, p. 65

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter offered the conclusion drawn from the research findings and provides suggestions for future improvements.

#### A. Conclusion

From the data and analysis presented, the following key conclusions can be drawn:

##### 1. Students' Perceptions of Using Memrise in Learning English Speaking through Morpho-Phonemic Approach

The use of the Memrise app, coupled with the morpho-phonemic approach, was highly effective in enhancing students' English speaking skills. Through interactive features such as gamification and scenario-based learning, students were not only able to engage more deeply with the material but also gained confidence in their speaking abilities. The structured nature of the morpho-phonemic approach allowed for a focus on critical language elements like word formation, stress patterns, and pronunciation, helping students internalize these concepts more effectively. Some participants in this research demonstrated notable improvements in fluency and pronunciation, while others, reported enhanced understanding of word structure. However, feedback from certain students highlighted that the practice sessions, though impactful, could be extended to allow for deeper mastery of more complex language skills.

## 2. Evaluation of Memrise's Effectiveness

The evaluation process, which combined formative assessments, classroom observations, and teacher feedback, indicated that Memrise significantly supported students' speaking skills. The scenario feature was particularly instrumental in providing practical, real-world contexts for language use, thereby reinforcing the morpho-phonemic approach. Many students found that the structured practice not only improved their ability to enrich vocabularies or morphology but also increased their fluency and phonology such as related students can spell word perfectly and also they used stress phonetics. Nonetheless, some students, such as Rima, expressed the need for more intensive sessions to address pronunciation challenges more effectively. This suggests that while Memrise is an excellent tool for foundational speaking skills, additional reinforcement outside of the app might be beneficial for students requiring more focused practice.

### B. Suggestion

Based on the research findings, the following suggestions are proposed:

#### 1. For Teachers

To maximize the benefits of Memrise and the morpho-phonemic approach, teachers should consider increasing the duration or frequency of practice sessions, particularly for students who need extra support in areas like pronunciation and stress patterns. Moreover, integrating additional

real-life scenarios that reflect a broader range of conversations could make the learning experience even more immersive and beneficial for students like Putri, who sought more variety in practice situations. Teachers are also encouraged to maintain an ongoing feedback loop, ensuring that each student receives personalized guidance tailored to their individual progress and challenges. By fostering an environment where feedback is consistent and targeted, students can continue to build confidence in their speaking abilities.

## **2. For Future Researchers**

Future research explored the long-term effects of Memrise in combination with other educational technologies to understand its sustained impact on language learning. Investigating the role of different language learning apps or comparing the efficacy of Memrise with alternative methods provided valuable insights into optimizing technology integration in the classroom. Furthermore, longitudinal studies that tracked students' progress over time would offer a deeper understanding of how regular practice with Memrise affects language proficiency in the long run. This research served as a foundation for further exploration, contributing to the growing body of literature on the use of digital tools in enhancing language acquisition.

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## Appendix 1


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**UNIVERSITAS ISLAM NEGERI**  
**KIAI Haji Achmad Siddiq Jember**  
Jl. Matarani No. 1 Mangli, Jember Kode Pos 68135  
 Telp. (0331) 487555 Fax (0331) 427005 e-mail: info@uin-khas.ac.id  
 Website: www.uinkhas.ac.id

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 Program Studi : TBI  
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Name : M Ivan Fauzi  
SRN : T20196189  
Program : English Education Department  
Faculty : Tarbiyah and Teacher Training  
University : UIN Kiai Haji Achmad Siddiq Jember

States that thesis entitled "**Students Perceptions Of Using Memrise Application In Learning Speaking English At Junior High School Through Morpho-Phonemic Approach**" is truly my original work form result of conducting a research at Islamic junior high school 6 banyuwangi, except some resources which are accepted from references mentioned.

Jember, December 2nd,  
2024  
Stated by

  
M Ivan Fauzi  
T20196189

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## Appendix 3

## MATRIX

Title	Variables	Indicators	Data Research	Research Method	Research Problem
Students perception of using memrise application in speaking learning english at junior high school through morpho-phonemic approach	1. Memrise Application 2. Usage Improvement in Speaking Skills	Memrise Application Usage: a. Frequency of usage b. Duration of usage c. Features used (scenarios, gamification)  Improvement in Speaking Skills: a. Pronunciation b. Intonation c. Fluency	1. Interview - English Teacher - 8th-grade students of MTsN 6 Banyuwangi 2. Observation - Classroom conditions and learning process 3. Document Review - School profile, vision and mission, lesson plans	1. Research Approach: Qualitative 2. Research Type: Descriptive qualitative 3. Data Collection: Interviews, Observations, Document Review 4. Data Analysis: Data condensation, data display, conclusion drawing	1. What are the teacher and students perceptions of using the Memrise application in speaking English learning at junior high school through the morpho-phonemic approach? 2. How are the effectiveness of using Memrise application in speaking English learning at junior high school through the morpho-phonemic approach?

**Appendix 4**

<b>No</b>	<b>Nama</b>
1.	Aqilla Yulitta Zhafira
2.	Arina Milka Syakufa
3.	Cyrilla Salsabila Putri
4.	Dinda Ayu Pitriyati
5.	Ditha Puspita Arum
6.	Dixky Candra Pratama
7.	Diyo Raditya Rianto
8.	Eka Auriu Lita Putri
9.	Firman Aries Setiawan
10.	Ganendra Aditya Julian
11.	Intan Nur aini
12.	Jessica Nayla Gustina P
13.	Kaylani Efendi
14.	Khoirul Ansori
15.	M. Khoirul Hidayat
16.	Martino Aditya Perwira
17.	Moch. Farug Qomarus Z
18.	Moh. Zakaria Afandi
19.	Muhammad Nur Hasbhi
20.	Nalendra Panca Nugraha
21.	Nayla Rahmawati BR S
22.	Ndaru Adistya Agustin
23.	Noval Argani Pradita
24.	Rima Nur Aini
25.	Rofika Oktavia
26.	Setriana Satitri
27.	Shakina Anggi Nurhalis
28.	Siti Nur Halisa
29.	Syah Alvin Makarim
30.	ValenLiza Helena Dwi R

## Appendix 5

### Pedoman Wawancara untuk Siswa

#### Bagian 1: Persepsi tentang Penggunaan Aplikasi Memrise

1. Apakah Anda pernah menggunakan aplikasi Memrise dalam pembelajaran bahasa Inggris di kelas? Jika ya, seberapa sering?
2. Bagaimana pendapat Anda tentang penggunaan aplikasi Memrise dalam membantu Anda meningkatkan keterampilan berbicara bahasa Inggris? Apa yang paling menarik atau menyenangkan dari aplikasi ini?
3. Apakah fitur gamification (seperti poin, penghargaan, atau kemajuan visual) membantu Anda terus berlatih berbicara dalam bahasa Inggris? Jika ya, bagaimana cara kerjanya untuk Anda?
4. Bagaimana menurut Anda fitur skenario (di mana Anda bisa berlatih berbicara dalam situasi yang realistis)? Apakah fitur ini membantu Anda berbicara lebih lancar dan tepat dalam konteks sehari-hari?
5. Sejauh mana Anda merasa aplikasi ini membantu Anda dalam pelafalan dan penekanan kata (stressing) saat berbicara bahasa Inggris?
6. Apakah Anda mengalami kemajuan dalam keterampilan berbicara, seperti kelancaran berbicara atau struktur kalimat, setelah menggunakan Memrise? Bisakah Anda memberikan contoh?

#### Bagian 2: Morpho-Phonemic Approach

1. Bagaimana aplikasi Memrise membantu Anda memahami free morphemes (bentuk kata dasar tanpa imbuhan) dan menggunakannya saat berbicara bahasa Inggris?
2. Apakah Anda melihat perubahan dalam cara Anda melakukan transisi antar kata (word transition) saat berbicara setelah menggunakan aplikasi ini? Apakah ada peningkatan dalam kelancaran berbicara?
3. Apakah Anda pernah mengalami kesulitan dalam menggunakan aplikasi ini untuk pelafalan atau berbicara? Jika ya, bagaimana Anda mengatasinya?

Catatan: Pertanyaan formal diatas adalah sebagai guide line bagi peneliti, sedangkan pertanyaan yang diberikan kepada siswa menggunakan bahasa informal



## Pedoman Wawancara untuk Guru

### Bagian 1: Persepsi tentang Penggunaan Aplikasi Memrise dalam Pembelajaran

1. Apa alasan utama Anda memilih untuk menggunakan aplikasi Memrise dalam mengajar keterampilan berbicara bahasa Inggris?
2. Bagaimana Anda menilai efektivitas fitur gamification di Memrise dalam membantu siswa terus berlatih berbicara bahasa Inggris? Apakah Anda melihat peningkatan dalam frekuensi dan kualitas latihan berbicara siswa?
3. Bagaimana menurut Anda fitur skenario membantu siswa berlatih berbicara dalam konteks realistis? Apakah ada peningkatan kelancaran berbicara siswa setelah berlatih menggunakan fitur ini?

### Bagian 2: Morpho-Phonemic Approach

1. Bagaimana menurut Anda aplikasi Memrise mendukung pengajaran terkait free morphemes dan penerapannya dalam keterampilan berbicara siswa?
2. Apakah Anda melihat adanya peningkatan dalam kemampuan siswa dalam transisi antar kata saat berbicara bahasa Inggris setelah menggunakan aplikasi ini? Jika ya, bisakah Anda memberikan contoh?
3. Bagaimana Anda mengevaluasi kemajuan siswa dalam aspek pelafalan (pronunciation) dan penekanan kata (stressing) dalam berbicara bahasa Inggris setelah menggunakan Memrise?
4. Apa tantangan terbesar dalam mengintegrasikan Morpho-Phonemic Approach dengan aplikasi Memrise dalam pembelajaran keterampilan berbicara bahasa Inggris?



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## Student Interview Results

### Bagian 1: Persepsi tentang Penggunaan Aplikasi Memrise

1. Apakah Anda pernah menggunakan aplikasi Memrise dalam pembelajaran bahasa Inggris di kelas? Jika ya, seberapa sering?

Faruq:

"Ya, saya menggunakannya dua kali seminggu, setiap sesi sekitar 60 menit."

Alvin:

"Kami menggunakan Memrise dua kali seminggu di kelas, masing-masing 60 menit per sesi."

Cyrilla:

"Setiap minggu kami memiliki dua sesi, dan setiap sesi kami menggunakan Memrise selama 60 menit untuk latihan berbicara."

Zaka:

"Ya, saya sering menggunakan Memrise di kelas dua kali seminggu, setiap sesi 60 menit."

Rima:

"Kami menggunakan aplikasi Memrise dua kali seminggu, dan saya merasa waktu 60 menit per sesi cukup untuk latihan."

Adistya:

"Setiap minggu kami memiliki dua sesi Memrise dengan durasi 60 menit untuk melatih kemampuan berbicara."

Putri:

"Memrise digunakan dua kali seminggu, dan kami berlatih sekitar 60 menit setiap sesi."

Dixky:

"Dua kali seminggu saya menggunakan Memrise di kelas selama 60 menit untuk memperbaiki kemampuan berbicara."

Ganendra:

"Ya, kami menggunakannya dua kali seminggu, tetapi menurut saya 60 menit per sesi masih terasa kurang untuk latihan yang intens."

Helena:

"Saya menggunakan Memrise dua kali seminggu, tetapi kadang-kadang saya merasa 60 menit tidak cukup untuk mendalami latihan berbicara."

2. Bagaimana pendapat Anda tentang penggunaan aplikasi Memrise dalam membantu Anda meningkatkan keterampilan berbicara bahasa Inggris? Apa yang paling menarik atau menyenangkan dari aplikasi ini?

Faruq:

"Menurut saya, Memrise sangat membantu saya meningkatkan keterampilan berbicara, terutama karena fitur gamification yang membuat saya lebih semangat untuk belajar."

Alvin:

"Fitur yang paling menarik bagi saya adalah skenario latihan yang membantu saya berbicara dalam situasi sehari-hari."

Cyrilla:

"Saya merasa berbicara lebih lancar sejak menggunakan Memrise, dan saya paling suka bagian latihan dengan skenario yang membuat belajar jadi lebih menyenangkan."

Zaka:

"Memrise benar-benar membantu saya meningkatkan kemampuan berbicara, dan saya suka gamification yang memberi poin dan penghargaan setiap selesai latihan."

Rima:

"Fitur gamification yang memberi poin setiap kali berlatih membuat saya lebih termotivasi untuk terus berlatih berbicara."

Adistyia:

"Saya merasa lebih percaya diri berbicara dalam bahasa Inggris sejak menggunakan Memrise, terutama karena skenario latihannya terasa sangat realistis."

Putri:

"Saya paling suka gamification-nya. Ini membuat belajar jadi seperti permainan dan saya lebih bersemangat untuk menyelesaikan tantangan."

Dixky:

"Aplikasi ini sangat membantu dalam memperbaiki kemampuan berbicara, dan fitur skenarionya membantu saya berbicara lebih baik dalam situasi nyata."

Ganendra:

"Menurut saya, aplikasi ini kurang efektif dalam membantu berbicara karena terlalu berfokus pada fitur gamification daripada latihan yang mendalam."

Helena:

"Memrise cukup membantu saya dalam berbicara, tapi saya merasa ada ruang untuk meningkatkan fitur yang lebih fokus pada percakapan."

3. Apakah fitur gamification (seperti poin, penghargaan, atau kemajuan visual) membantu Anda terus berlatih berbicara dalam bahasa Inggris? Jika ya, bagaimana cara kerjanya untuk Anda?

Faruq:

"Ya, fitur gamification membuat saya lebih semangat berlatih. Saya suka melihat kemajuan visual saya dan poin yang saya kumpulkan setiap latihan."

Alvin:

"Fitur poin sangat membantu karena saya merasa lebih termotivasi untuk berlatih lebih sering dan mendapatkan lebih banyak penghargaan."

Cyrilla:

"Setiap kali saya mendapatkan poin atau naik level, saya merasa lebih termotivasi untuk terus berlatih dan memperbaiki kemampuan berbicara saya."

Zaka:

"Saya suka sistem penghargaan di Memrise. Poin yang saya kumpulkan membuat saya lebih rajin berlatih berbicara."

Rima:

"Fitur gamification sangat efektif. Saya merasa lebih kompetitif dan ingin mencapai lebih banyak poin, jadi saya terus berlatih."

Adistya:

"Gamification membuat belajar jadi menyenangkan karena ada tantangan untuk mencapai poin tertinggi."

Putri:

"Fitur poin dan level membuat saya lebih tertarik untuk terus berlatih. Ini memberi saya target yang ingin saya capai."

Dixky:

"Saya sangat menyukai fitur penghargaan. Ini membuat saya termotivasi untuk menyelesaikan setiap latihan berbicara dengan baik."

Ganendra:

"Saya tidak terlalu peduli dengan poin dan penghargaan. Saya lebih fokus pada latihan tanpa melihat gamification."

Helena:

"Fitur gamification cukup membantu, tapi saya merasa lebih fokus pada latihan daripada penghargaan yang diberikan."

4. Bagaimana menurut Anda fitur skenario (di mana Anda bisa berlatih berbicara dalam situasi yang realistis)? Apakah fitur ini membantu Anda berbicara lebih lancar dan tepat dalam konteks sehari-hari?

Faruq:

"Fitur skenario sangat membantu saya berbicara dengan lebih lancar karena latihan terasa seperti situasi kehidupan nyata."

Alvin:

"Skenario membantu saya mempersiapkan diri untuk berbicara dalam berbagai situasi sehari-hari, dan saya merasa lebih lancar setelah berlatih."

Cyrilla:

"Saya merasa lebih percaya diri berbicara dalam percakapan nyata karena sudah terbiasa dengan latihan skenario di Memrise."

Zaka:

"Berlatih dengan skenario membuat saya lebih nyaman berbicara dalam situasi nyata, dan ini sangat membantu kelancaran berbicara saya."

Rima:

"Skenario membantu saya meningkatkan kelancaran berbicara karena saya bisa berlatih dalam berbagai konteks sehari-hari."

Adistya:

"Fitur skenario sangat efektif dalam membantu saya berbicara lebih lancar dan tepat karena terasa seperti percakapan yang sebenarnya."

Putri:

"Latihan skenario membuat saya merasa lebih siap untuk berbicara dalam bahasa Inggris di luar kelas karena situasinya sangat realistis."

Dixky:

"Saya sangat suka fitur skenario karena membuat saya lebih siap menghadapi percakapan nyata dan berbicara dengan lebih lancar."

Ganendra:

"Skenarionya terlalu sederhana dan tidak cukup menantang untuk membantu saya berbicara dalam konteks yang lebih kompleks."

Helena:

"Fitur skenario cukup membantu, tetapi saya merasa perlu lebih banyak variasi dalam situasi yang diberikan."

5. Sejauh mana Anda merasa aplikasi ini membantu Anda dalam pelafalan dan penekanan kata (stressing) saat berbicara bahasa Inggris?

Faruq:

"Memrise sangat membantu dalam memperbaiki pelafalan dan penekanan kata. Saya merasa lebih yakin saat mengucapkan kata-kata yang sulit."

Alvin:

"Pelafalan saya jauh lebih baik setelah berlatih dengan Memrise, terutama dalam hal penekanan kata yang benar."

Cyrilla:

"Saya merasa aplikasi ini sangat membantu saya memperbaiki pelafalan saya, terutama penekanan kata dalam kalimat."

Zaka:

"Memrise membantu saya memahami di mana harus menekankan kata dalam kalimat, dan pelafalan saya meningkat."

Rima:

"Saya merasa lebih percaya diri dalam pelafalan setelah menggunakan Memrise, terutama untuk kata-kata yang sulit diucapkan."

Adistya:

"Penekanan kata saya jauh lebih baik sekarang. Memrise memberikan saya latihan yang sangat berguna dalam hal ini."

Putri:

"Pelafalan saya meningkat pesat setelah berlatih dengan Memrise, terutama untuk penekanan kata yang benar."

Dixky:

"Memrise membantu saya mengucapkan kata-kata dengan penekanan yang benar, sehingga saya bisa berbicara lebih jelas."

Ganendra:

"Saya merasa pelafalan saya belum terlalu banyak berubah meskipun sudah berlatih dengan Memrise."

Helena:

"Pelafalan saya sedikit membaik, tapi saya merasa butuh lebih banyak latihan di luar aplikasi untuk meningkatkan penekanan kata."

6. Apakah Anda mengalami kemajuan dalam keterampilan berbicara, seperti kelancaran berbicara atau struktur kalimat, setelah menggunakan Memrise? Bisakah Anda memberikan contoh?

Faruq:

"Ya, saya merasa lebih lancar berbicara sekarang. Contohnya, saya bisa menyusun kalimat lebih cepat dalam percakapan."

Alvin:

"Saya merasa kemajuan besar dalam kelancaran berbicara. Dulu saya sering ragu saat berbicara, tapi sekarang saya lebih cepat menyusun kata."

Cyrilla:

"Kelancaran berbicara saya meningkat setelah menggunakan Memrise, terutama dalam menyusun kalimat panjang."

Zaka:

"Struktur kalimat saya lebih baik sekarang. Saya bisa berbicara tanpa banyak jeda atau berhenti di tengah kalimat."

Rima:

"Setelah menggunakan Memrise, saya lebih mudah merangkai kata-kata menjadi kalimat yang lebih lancar."

Adistya:

"Saya merasa lebih percaya diri dalam menyusun kalimat. Sekarang saya bisa berbicara tanpa banyak jeda."

Putri:

"Kelancaran berbicara saya meningkat. Saya bisa menyusun kalimat dengan lebih baik dan cepat."

Dixky:

"Setelah menggunakan Memrise, saya merasa lebih lancar berbicara dan bisa menyusun kalimat lebih cepat."

Ganendra:

"Saya tidak merasa ada kemajuan besar dalam kelancaran berbicara saya meskipun sudah berlatih."

Helena:

"Saya mengalami sedikit kemajuan dalam kelancaran berbicara, tapi saya merasa perlu lebih banyak latihan."

## Bagian 2: Morpho-Phonemic Approach

1. Bagaimana aplikasi Memrise membantu Anda memahami free morphemes (bentuk kata dasar tanpa imbuhan) dan menggunakannya saat berbicara bahasa Inggris?

Faruq:

"Memrise sangat membantu saya memahami kata dasar seperti 'run' atau 'eat', dan saya bisa menggunakannya lebih tepat dalam kalimat."

Alvin:

"Free morphemes jadi lebih mudah dipahami dengan Memrise, dan saya merasa lebih percaya diri saat berbicara."

Cyrilla:

"Aplikasi ini membantu saya memahami kata dasar dengan lebih baik, sehingga saya bisa menggunakannya dalam percakapan sehari-hari."



Zaka:

"Saya sekarang lebih paham free morphemes berkat latihan di Memrise, dan ini membantu saya menyusun kalimat dengan lebih tepat."

Rima:

"Memrise membantu saya mengerti kata dasar tanpa imbuhan, dan saya lebih mudah menggunakannya dalam percakapan."

Adistya:

"Latihan dengan free morphemes di Memrise membantu saya menggunakan kata-kata dasar lebih tepat dalam kalimat."

Putri:

"Saya sekarang lebih paham cara menggunakan free morphemes setelah berlatih dengan Memrise."

Dixky:

"Memrise membantu saya lebih cepat memahami kata dasar, jadi saya bisa berbicara dengan lebih lancar."

Ganendra:

"Saya masih merasa sulit memahami free morphemes meskipun sudah berlatih dengan Memrise."

Helena:

"Free morphemes cukup mudah dipahami, tapi saya merasa perlu lebih banyak latihan untuk menggunakannya dalam percakapan."

2. Apakah Anda melihat perubahan dalam cara Anda melakukan transisi antar kata (word transition) saat berbicara setelah menggunakan aplikasi ini? Apakah ada peningkatan dalam kelancaran berbicara?

Faruq:

"Ya, transisi antar kata saya jadi lebih lancar setelah berlatih di Memrise. Sekarang saya bisa menghubungkan kalimat dengan lebih baik."

Alvin:

"Saya merasa lebih lancar dalam transisi antar kata setelah menggunakan Memrise. Sekarang saya bisa berbicara lebih panjang tanpa berhenti."

Cyrilla:

"Kelancaran berbicara saya meningkat, terutama dalam menghubungkan kata dalam kalimat."

Zaka:

"Transisi antar kata saya jadi lebih halus. Saya bisa berbicara lebih lancar tanpa banyak jeda."

Rima:

"Setelah berlatih dengan Memrise, saya lebih mudah menghubungkan dua kata dalam satu kalimat."

Adistya:

"Transisi antar kalimat saya lebih baik sekarang. Saya bisa menyusun kalimat lebih lancar dan cepat."

Putri:

"Saya merasa lebih lancar berbicara setelah berlatih transisi antar kata di Memrise."

Dixky:

"Transisi antar kata saya lebih lancar sekarang. Saya bisa berbicara tanpa berhenti untuk berpikir."

Ganendra:

"Saya masih kesulitan dalam transisi antar kata meskipun sudah berlatih."

Helena:

"Ada sedikit peningkatan dalam transisi antar kata, tapi saya merasa perlu lebih banyak latihan untuk benar-benar lancar."

3. Apakah Anda pernah mengalami kesulitan dalam menggunakan aplikasi ini untuk pelafalan atau berbicara? Jika ya, bagaimana Anda mengatasinya?

Faruq:

"Ya, awalnya saya kesulitan dengan pelafalan beberapa kata, tapi setelah berlatih lebih banyak, saya bisa memperbaikinya."

Alvin:

"Saya sempat kesulitan dengan penekanan kata, tapi setelah latihan terus-menerus, saya bisa menekankan kata dengan lebih baik."

Cyrilla:

"Kesulitan saya adalah pelafalan beberapa kata yang sulit, tapi saya mengatasinya dengan berlatih lebih sering di Memrise."

Zaka:

"Awalnya saya kesulitan dengan beberapa kata, tapi saya terus berlatih sampai pelafalan saya lebih baik."

Rima:

"Saya sempat mengalami kesulitan dalam pengucapan kata, tapi setelah berlatih beberapa kali, pelafalan saya semakin baik."

Adistya:

"Pelafalan saya sulit di awal, tapi saya terus berlatih hingga bisa memperbaikinya dengan latihan di Memrise."

Putri:

"Saya pernah kesulitan dengan beberapa kata, tapi dengan berlatih lebih banyak, saya bisa memperbaiki pelafalan saya."

Dixky:

"Beberapa kata sulit diucapkan di awal, tapi saya terus berlatih dan akhirnya bisa mengatasinya."

Ganendra:

"Saya masih kesulitan dengan pelafalan beberapa kata meskipun sudah berlatih dengan Memrise."

Helena:

"Saya mengalami sedikit kesulitan di awal, tapi dengan lebih banyak latihan, masalah itu bisa diatasi."

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## Hasil Wawancara Guru

### Bagian 1: Persepsi tentang Penggunaan Aplikasi Memrise dalam Pembelajaran

1. Apa alasan utama Anda memilih untuk menggunakan aplikasi Memrise dalam mengajar keterampilan berbicara bahasa Inggris?

Ms lidia:

"Saya memilih Memrise karena aplikasi ini sangat interaktif dan menarik bagi siswa. Fitur-fitur seperti gamification dan skenario membantu siswa lebih fokus dalam berlatih berbicara dan memberikan pengalaman belajar yang lebih menyenangkan."

2. Bagaimana Anda menilai efektivitas fitur gamification di Memrise dalam membantu siswa terus berlatih berbicara bahasa Inggris? Apakah Anda melihat peningkatan dalam frekuensi dan kualitas latihan berbicara siswa?

Ms lidia:

"Fitur gamification sangat efektif. Siswa menjadi lebih bersemangat untuk terus berlatih karena ada elemen kompetisi. Saya melihat mereka lebih sering berlatih dan berbicara dengan lebih percaya diri."

3. Bagaimana menurut Anda fitur skenario membantu siswa berlatih berbicara dalam konteks realistis? Apakah ada peningkatan kelancaran berbicara siswa setelah berlatih menggunakan fitur ini?

Ms lidia:

"Fitur skenario sangat membantu. Siswa bisa berlatih berbicara dalam situasi yang mirip dengan kehidupan nyata, dan ini membuat mereka lebih lancar saat berbicara di dalam kelas maupun di luar kelas."

### Bagian 2: Morpho-Phonemic Approach

1. Bagaimana menurut Anda aplikasi Memrise mendukung pengajaran terkait free morphemes dan penerapannya dalam keterampilan berbicara siswa?

Ms lidia:

"Memrise membantu siswa lebih memahami free morphemes karena mereka bisa mempelajarinya dalam konteks yang praktis. Siswa jadi lebih cepat dalam menyusun kata-kata dasar dalam kalimat."

2. Apakah Anda melihat adanya peningkatan dalam kemampuan siswa dalam transisi antar kata saat berbicara bahasa Inggris setelah menggunakan aplikasi ini? Jika ya, bisakah Anda memberikan contoh?

Ms lidia:

"Ya, ada peningkatan yang signifikan. Siswa sekarang lebih lancar dalam menghubungkan kalimat saat berbicara, terutama ketika mereka berbicara tentang topik-topik yang lebih kompleks."

3. Bagaimana Anda mengevaluasi kemajuan siswa dalam aspek pelafalan (pronunciation) dan penekanan kata (stressing) dalam berbicara bahasa Inggris setelah menggunakan Memrise?

Ms lidia:

"Pelafalan siswa jauh lebih baik sekarang. Mereka lebih paham di mana harus menekankan kata-kata penting, dan percakapan mereka terdengar lebih alami."

4. Apa tantangan terbesar dalam mengintegrasikan Morpho-Phonemic Approach dengan aplikasi Memrise dalam pembelajaran keterampilan berbicara bahasa Inggris?

Ms lidia:

"Tantangan terbesar adalah memastikan siswa benar-benar memahami konsep morf fonemik sebelum mereka menerapkannya dalam berbicara. Namun, dengan latihan yang konsisten, siswa bisa menguasainya."



## Apendix 6

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

**Sekolah:** MTsN 6 Banyuwangi

**Alokasi Waktu:** 2x3 JP

**Mata Pelajaran:** Bahasa Inggris

**Tahun Pelajaran:** 2023-2024

**Kelas/Semester:** VIII/Genap

**Materi:** Speaking

#### A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan mampu:

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menunjukkan perilaku aktif, disiplin, ulet, dan responsif dalam proses belajar.
3. Menggunakan media untuk mengembangkan keterampilan berbicara dalam konteks interaksi sosial berbasis.
4. Mempraktikkan fungsi sosial dan unsur kebahasaan dalam berbicara, terutama dalam hal pelafalan (pronunciation), penekanan kata (stressing), dan intonasi.
5. Menyusun dan mempresentasikan teks percakapan berbasis skenario di aplikasi dengan memperhatikan speaking.

#### B. Teknik Pembelajaran

- **Teknik:** Menggunakan teknik **skenario visual** berbasis aplikasi

#### C. Media dan Sumber Pembelajaran

- **Media:**
  - a. Aplikasi Memrise
  - b. Laptop/Smartphone untuk akses aplikasi
  - c. LCD Projector
- **Sumber:**
  - a. Internet (Aplikasi Memrise)
  - b. Buku Guru Bahasa Inggris MTs
  - c. Handout materi speaking

## D. Kegiatan Pembelajaran

### Pertemuan 1

#### Pendahuluan

1. Guru menyampaikan salam, mengajak berdoa, dan mengecek kehadiran peserta didik.
2. Menjelaskan tujuan pembelajaran, yaitu melatih keterampilan berbicara melalui aplikasi **Memrise**.
3. Memberikan apersepsi terkait pengalaman siswa dalam menggunakan teknologi aplikasi untuk belajar bahasa.

#### Kegiatan Inti

1. Guru menjelaskan cara menggunakan aplikasi **Memrise** dengan fokus pada fitur **skenario** yang mencerminkan situasi kehidupan sehari-hari.
2. Siswa diminta untuk memilih skenario dalam aplikasi (misalnya, dialog tentang aktivitas sehari-hari, memesan makanan, atau percakapan tentang hobi).
3. Siswa menggunakan **Memrise** untuk mempelajari kosakata, pelafalan, dan intonasi melalui fitur gamification.
4. Siswa berlatih berpasangan untuk melakukan dialog berbasis skenario dalam aplikasi.
5. Guru memantau, memberi masukan, dan membantu siswa yang kesulitan dalam pelafalan atau struktur kalimat.
6. Siswa menyusun teks percakapan lisan sesuai skenario yang dipilih dengan memperhatikan pelafalan, penekanan kata, dan intonasi yang benar.
7. Guru menunjuk beberapa pasangan untuk mempresentasikan dialog di depan kelas dan memberi evaluasi.

#### Penutup

1. Refleksi bersama mengenai manfaat menggunakan aplikasi **Memrise** dalam meningkatkan keterampilan berbicara.
2. Guru mengingatkan pentingnya latihan di rumah dengan menggunakan aplikasi dan mengajak siswa berdoa untuk mengakhiri pembelajaran.

## Pertemuan 2

### Pendahuluan

1. Guru menyampaikan salam dan berdoa bersama.
2. Mengingatkan siswa tentang penggunaan **Memrise** pada pertemuan sebelumnya.
3. Menjelaskan tujuan pembelajaran lanjutan, yaitu melatih kelancaran berbicara dan keakuratan pelafalan.

### Kegiatan Inti

1. Guru meminta siswa membuka aplikasi **Memrise** dan mengamati skenario lanjutan yang tersedia.
2. Siswa diminta untuk fokus pada pelafalan dan penekanan kata yang benar selama berlatih dengan pasangan.
3. Diskusi kelompok tentang pelafalan kata-kata yang dianggap sulit atau sering salah.
4. Siswa membuat dan mempresentasikan dialog pendek yang menekankan pada intonasi dan penekanan kata yang tepat.
5. Guru memberikan umpan balik mengenai pelafalan, intonasi, dan kelancaran berbicara.

### Penutup

1. Guru merangkum materi yang telah dipelajari dan mengajak siswa untuk terus berlatih di aplikasi **Memrise**.
2. Mengajak siswa mengucapkan syukur dan menutup pembelajaran dengan doa.



### Pertemuan 3

#### Pendahuluan

1. Salam pembuka, doa bersama, dan pengecekan kehadiran siswa.
2. Guru menyampaikan bahwa hari ini akan dilakukan **Tes Lisan** menggunakan skenario dari **Memrise**.

#### Kegiatan Inti

1. Guru memberikan instruksi pelaksanaan **Tes Lisan** dengan menggunakan aplikasi **Memrise**.
2. Siswa dibagi berpasangan dan diberikan tugas untuk melakukan dialog berbasis skenario yang dipilih secara acak dari aplikasi.
3. Setiap pasangan mempresentasikan dialog mereka di depan kelas.
4. Guru memberikan penilaian berbasis rubrik yang mencakup aspek kelancaran, pelafalan, penggunaan struktur kalimat yang benar, dan penekanan kata.

#### Penutup

1. Guru mengumumkan hasil tes dan memberikan evaluasi umum.
2. Mengakhiri pembelajaran dengan doa dan salam.

#### E. Penilaian

1. **Teknik Penilaian:** Observasi, Tes Lisan
2. **Instrumen Penilaian:** Rubrik penilaian berbicara (kelancaran, pelafalan, intonasi, dan penekanan kata)
3. **Kriteria Ketuntasan:** Siswa dianggap tuntas jika mencapai nilai minimal 75 dalam keterampilan berbicara.

## Appendix 7

### OBSERVATION SHEET

Agenda : Observation  
 Day/ Date : Monday/ May, 13th 2024  
 Time : 09.10-10.30  
 Class : VIII

NO	Indicator	Qualification				
		Poor	Fair	Good	Very Good	Excellent
1	Classroom Condition			√		
2	Class facilities				√	
3	Teacher's ability to use media in teaching english using			√		
4	Teacher's ability to Control class			√		
5	Student's activity during teaching and learning process		√			
6	Student's interest and attention during teaching and learning process				√	
7	Process teaching and learning			√		

## Appendix 8

**RESEARCH JOURNAL**

No	Day / Date	Activity	Signature
1.	29 April 2024	The researcher did the preliminary study byb conducting obseration and interview with teacher	<i>Masduki</i>
2.	1 May 2024	The researcher sent permission letter to school	<i>Masduki</i>
3.	13 May 2024	Observe the class	<i>Masduki</i>
4.	20 May 20204	Interview with students	<i>Masduki</i>
5.	20 May 2024	Complete the research data and document review	<i>Masduki</i>
6.	31 May 2024	Get a letter of research finishing	<i>Masduki</i>



Banyuwangi, 31 Mei 20124  
Kepala Sekolah  
Masduki  
S.Pd, M.Si  
NIP. 197609162002121002

## Appendix 9

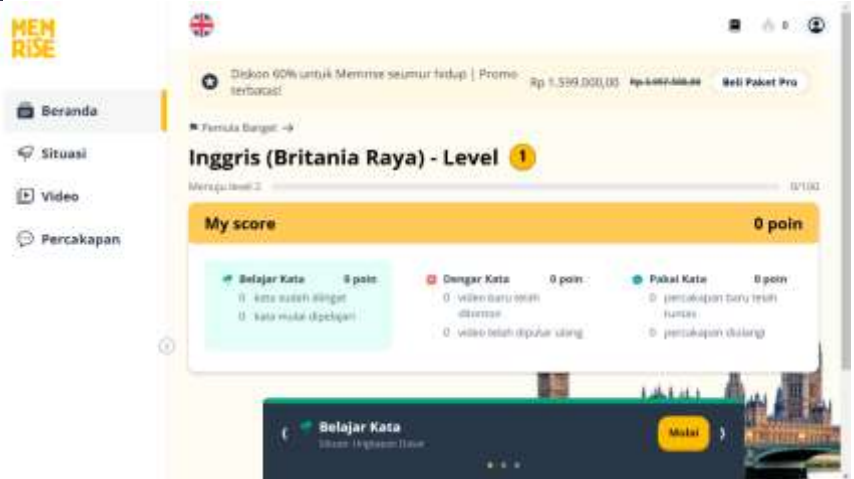
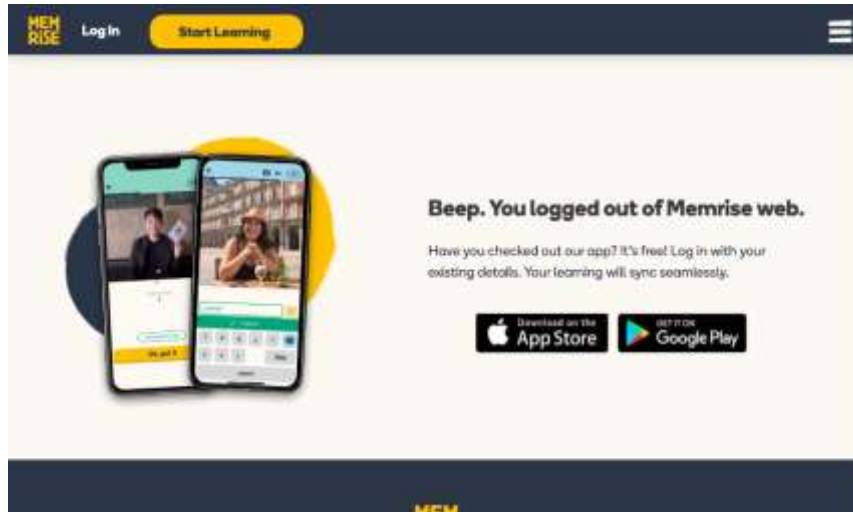


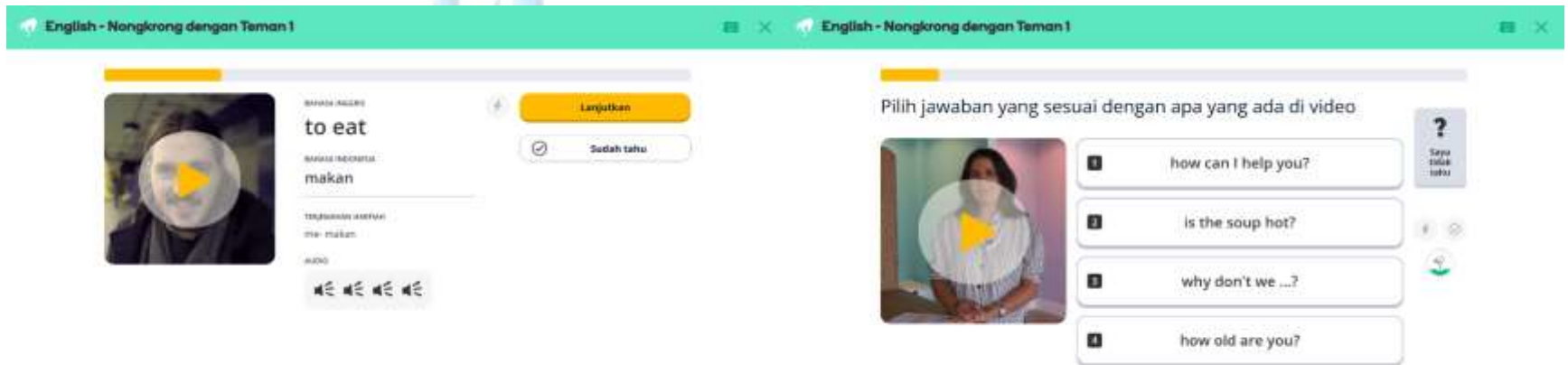
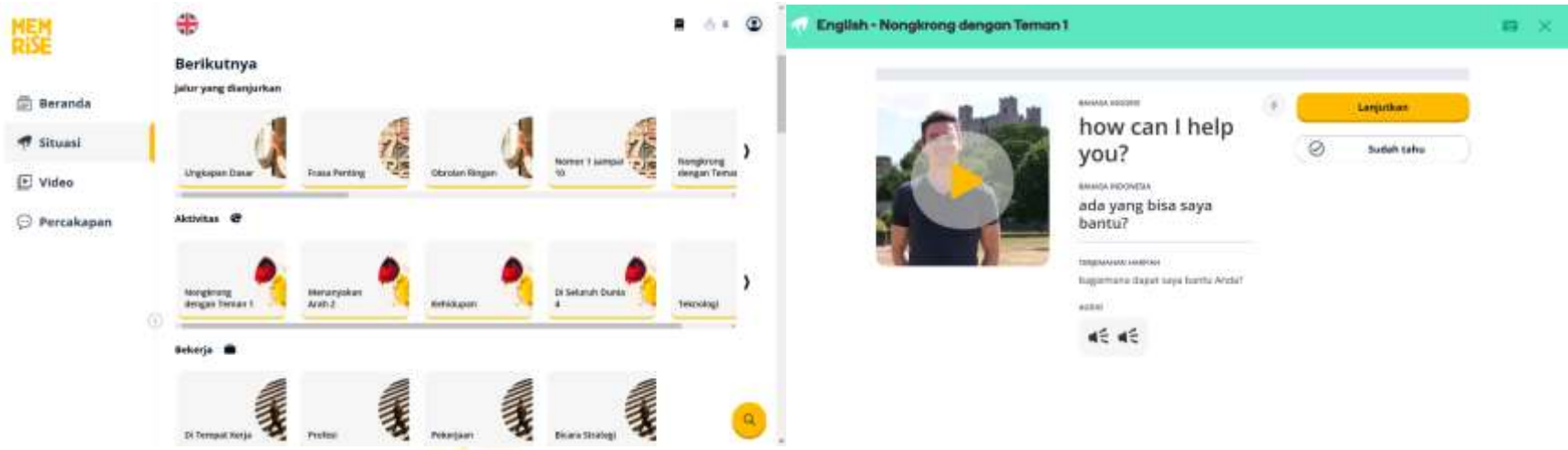
**Appendix 10****Frequency of Observation**

No	Date	Activity	Description
1	29 April 2024	Preliminary Study	Check location and condition of the school and gain some informations about the school
2	13 May 2024	Observation of School Condition	Check English teaching and learning Curriculum
3	20 May 2024	Interview	Asking some Question to the Students



Appendix 11





Pilih jawaban yang sesuai dengan apa yang ada di video



- 1 to end
- 2 to eat
- 3 to earn
- 4 to cheat



it's a good place to eat

- Lanjutkan
- Sudah tahu

tempat itu bagus untuk makan

TEJEBANAN MATAK  
itu "itu" suatu bagus tempat me-  
makan



**Rentetan harian terus bertambah!** 🔥

Tonton video, lebih perhatikan, dan pelajari atau ulas kata-kata tiap hari untuk terus memperpanjang rentetanmu.

Rentetan saat ini: **1 hari**

MAR 09K 10K 20K 30K 40K 50K

1 2 3 4 5 6 7

Selesai

**Sesi telah selesai**



Detail kata  
**8 poin**

Hasil skor pertama: **1**    Hasil skor lain: **4**

Singkatan situasi



## Appendix 12

### Word Transition and stressing in memrise

No	Complete Sentence	Transition	Phonetic	Phonemic
1	How can I help you?	Can i	kæn aɪ	Linking: kə'naɪ
2	it's a good place to eat	Want to	pleɪs tə	Reduction: pleɪstə
3	I want to eat something	Want to	wɒnt tə	Flapping: wɑ:nə
4	I am so hungry I could eat a horse	Eat a	i:t ə	Linking: i:tə
5	she just wants to relax	Wants to	wɒnts tə	Reduction: wɒnstə
6	he wants to go shopping	Wants to	wɒnts tə	Reduction: wɒnstə
7	food is life	Food is	fu:d ɪz	Linking: fu:'dɪz

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No	Complete Sentence	stressing	Phonetic
1	To eat	Stress on eat	'i:t
2	To want	Stress on want	'wɒnt
3	To drink	Stress on drink	'drɪŋk
4	To relax	Stress on lax	rɪ'læks
5	disgusting	Stress on gus	dis'gʌstɪŋ
6	Shopping	Stress on shop	'ʃɒpɪŋ
7	tasty	Stress on tas	'teɪsti



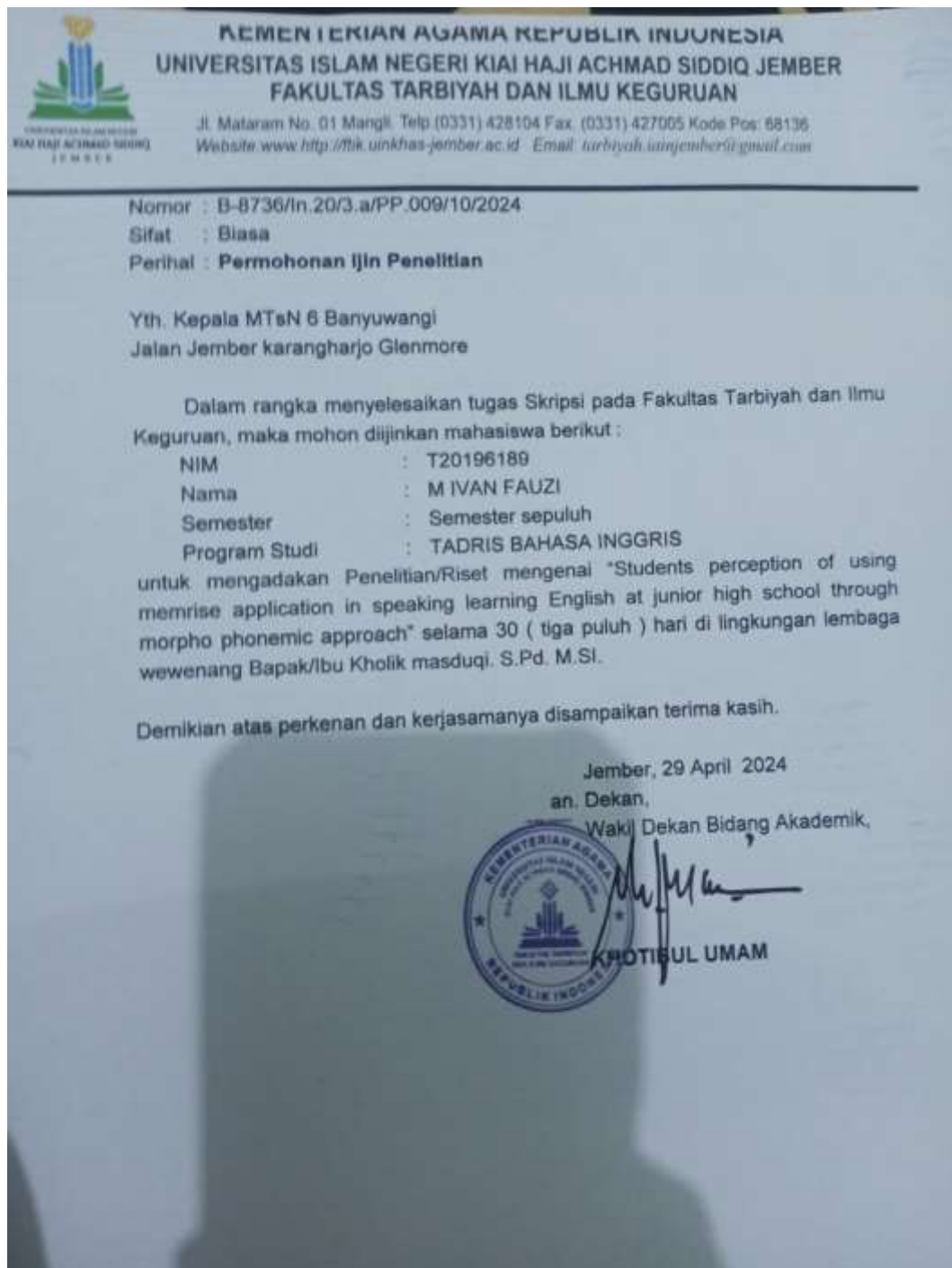
Appendix 13

Interview Picture





## Appendix 14



**Appendix 15****CURRICULUM VITAE**

Name : M Ivan Fauzi  
SRN : T20196189  
Place, Date of Birth : Banyuwangi, 30 October 1999  
Gender : Male  
Address : Genteng Wetan , Genteng , Banyuwangi  
Faculty : Faculty of Tarbiyah and Teacher Training  
Email : [boylight11@gmail.com](mailto:boylight11@gmail.com)

**Education Background**

1. TK Al Ihsan 2005-2006
2. SD Negeri 3 Genteng Wetan 2006-2012
3. SMP Bustanul Makmur Genteng 2012-2015
4. SMA Negeri Gambiran 2015-2018
5. UIN KH Achmad Siddiq Jember 2019-2024