

**IMPROVING EIGHTH GRADE STUDENTS' VOCABULARY MASTERY
THROUGH MEMRISE: A CLASSROOM ACTION RESEARCH AT
MTS NURUL IHSAN TEMPEH.**

THESIS



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

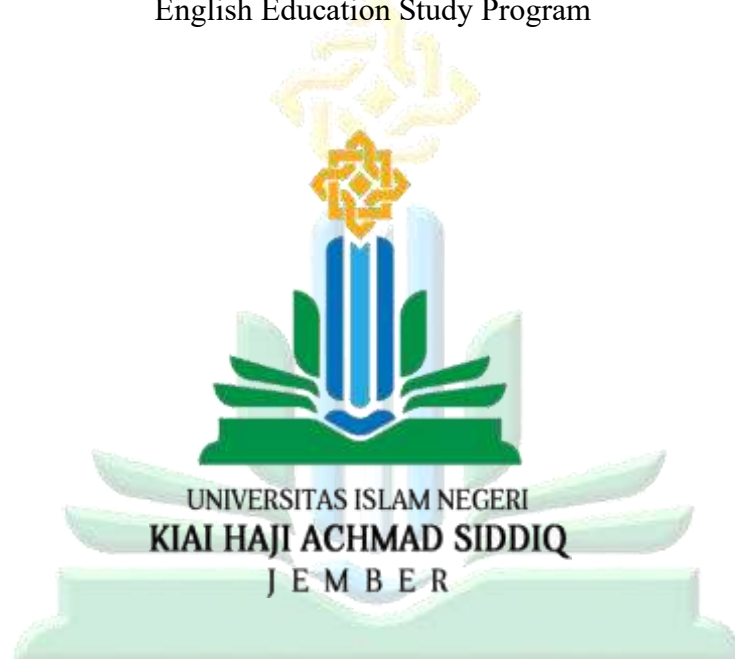
**STATE ISLAMIC UNIVERSITY OF KIAI HAJI ACHMAD SIDDIQ JEMBER
EDUCATION AND TEACHER TRAINING FACULTY**

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Presented to State Islamic of Kiai Haji Achmad Shiddiq Jember
In partial fulfillment of the requirement to obtain
a Bachelor's Degree of Education(S.Pd.)
Faculty of Tarbiyah and Teacher Training
English Education Study Program



UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
By: KHOLIFATUL KHOIRO
NIM : 205101060004
JEMBER

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Siddiq Jember to Fulfill one of requirements for Bachelor Degree (S. Pd.)
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By:

KHOLIFATUL KHOIRO

NIM: 205101060004

Approved by supervisor:



MOH. ROFID FIKRONI, M. Pd

NIP. 19930603202311032

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
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THESIS

Has been examined and approved as the requirements to
obtain a bachelor degree of Sarjana Pendidikan (S.Pd)
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English Education Program

Day : Monday
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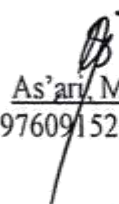
The Board of Examiner

Chair

Secretary



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



As'ari, M.Pd. I

NIP. 197609152005011004

Members:

1. Dr Mega Farizia Humairoh, M.Pd.
2. Moh. Rofid Fikroni, M.Pd.



UNIVERSITAS ISLAM NEGERI

Approved by

Dean Faculty of Tarbiyah and Teacher Training

KH ACHMAD SIDDIQ
BER



Dr. H. Abdul Mu'is, S. Ag., M.Si.
NIP. 197304242000031005

MOTTO

يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

Translation:

"Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is All-Aware of what you do.

"(Surah Al-Mujadila, verse 11)*



DEDICATION

Alhamdulillah Rabbil 'Alamin, all praise and gratitude be to Allah SWT for His abundant mercy, guidance, and blessings upon the writer, the family, and loved ones, which have enabled the writer to complete this thesis on time. As a token of heartfelt thanks and love, this thesis is dedicated to:

1. My beloved mother and father, Sri Sukey Almarhum Mistoko

My heaven, my mother, who has played both the role of a mother and a father in my life. I don't forget to say thank you so much for her endless prayers, encouragement, and motivation. And thank you for being a source of strength in every step of my journey.

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Thank you for their support in every struggle in my journey, their motivation to make me stand up in every situation and be more strengthen than before.

* Al-Qur'an, Surah Al-Mujadalah, 58:11, terjemahan Sahih International, <https://quran.com/58/11>

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Finally, the writer sincerely prays that Allah SWT will reward all parties who have contributed to the completion of this thesis with the best of rewards. May this thesis bring benefit, especially to the writer, readers, educational institutions, and the wider community. Aamiin.

Jember, 18 Mei 2025

Writer



Kholifatul Khoiro

NIM 205101060004

ABSTRACT

Kholifatul Khoiro,2025 : *Improving Eighth Grade Students' Vocabulary Mastery Through Memrise: A Classroom Action Research At Mts Nurul Ihsan Tempeh*

Key word: Memrise Application, Vocabulary Mastery

Learning vocabulary through the Memrise application is essential to implement at MTs Nurul Ihsan, as many eighth-grade students still struggle to recall basic English vocabulary commonly used in daily activities and often have difficulty understanding information in English texts. This research was conducted to help improve students' vocabulary mastery in a more engaging, supportive, and accessible learning environment.

This study aimed to improve students' vocabulary mastery using the Memrise application. The focus was on how students developed their understanding and retention of vocabulary through interactive and contextualized digital learning. The research was conducted using Classroom Action Research (CAR) based on the model developed by Kemmis and McTaggart, which involves four stages: planning, acting, observing, and reflecting. The study was carried out in a single cycle consisting of three meetings. The research subjects were 19 eighth-grade students at MTs Nurul Ihsan Tempeh, comprising 7 male and 12 female students. The instruments used in the research included a vocabulary test (multiple-choice), observation sheets, and interviews.

The findings indicate that the use of Memrise was successful in improving students' vocabulary mastery. The average score increased from 58 in the pre-test to 77.4 in the post-test. Furthermore, the percentage of students achieving the minimum passing grade (≥ 73) rose significantly from 15.7% in the pre-test to 79% in the post-test. These results meet the criteria of success established in the study—namely, that at least 75% of students should pass and that there should be a notable improvement in average scores.

Based on these outcomes, it can be concluded that the use of Memrise is effective in enhancing students' vocabulary, particularly in learning past tense verbs. The application's features, such as visual aids and interactive repetition,

helped students relate the material to real-life contexts. Additionally, students demonstrated increased enthusiasm, engagement, and participation during the lessons, further supporting the effectiveness of Memrise in this learning setting



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CHAPTER I

INTRODUCTION

This chapter introduces the study by explaining the background, focus, goals, significance, limitations or scope, and key term definitions.

A. Research Background

In the modern era, society has transitioned from a challenging period to a technologically advanced age, making daily tasks easier for people. English has become an important part of daily life, especially on social media like TikTok and Instagram, where many young people use it in their conversations and captions. This widespread use highlights the importance of English not only online but also in real life, such as in advertisements, product names, and public signs. The significance of English is closely tied to students' experiences in today's world. English is essential because it connects people globally, allowing students to access knowledge, communicate easily, and improve their future opportunities. In this digital age, many online resources, academic materials, and even entertainment use English. If students master English, they can explore new ideas, learn from international sources, and be more competitive in education and careers. So, students to learn English well, students need to build their vocabulary.

A good vocabulary is very important for improving language skills such as listening, speaking, reading, and writing. Without a sufficient

number of words, it becomes difficult to communicate effectively, understand conversations, or express thoughts clearly in written and spoken forms. A strong vocabulary allows learners to comprehend texts more easily, engage in meaningful discussions, and convey their ideas with accuracy. As an essential component of language acquisition, vocabulary should not be overlooked, as it plays a crucial role in developing overall language proficiency. Continuous vocabulary enrichment helps learners build confidence and fluency in using the language in various contexts. Having Insufficient vocabulary mastery is the one problem that lowering the quality of language due to lack of confidence to express the ideas. When student cannot memorize vocabulary very well they can feel difficult to speak English with her or his friend and showing the idea. For memorizing vocabulary without practice is very impossible to improve it. A small vocabulary can make students feel shy or unconfident when using English. In language learning, vocabulary affects almost all skills, such as reading, writing, speaking, listening, and other forms of oral communication as discussion, dialogue or prepared talk.²

Using different teaching methods can also help students learn better. Traditional memorization can be boring and not efficient enough, but using efficient tools like Memrise allows students to engage more in the learning process. The teacher usually gives a lot of words to students and asks

² Pham Thi To Nhu and Tran Ngoc Quyen Quyen, "Improving Vocabulary Learning With Memrise Mobile Application For Students In Vietnam," *International Journal on E-Learning Practices (IJELP)* 4 (October 11, 2021): 61–75, <https://doi.org/10.51200/ijelp.v4i.3426>.

students to open the dictionary to look for the meaning of the words, after finding the word students forget. In fact, students may become confused and discouraged in the learning process. Students feel that they are being forced and they will get bored.³ Teachers can create a more dynamic classroom environment by combining digital media with group discussions and hands-on practice or individually. This way, students can actively participate and reinforce their vocabulary through real-life usage.

Many students at MTS Nurul Ihsan Tempeh struggle with vocabulary. Successful class is determined by how the teacher manages the class so that the students can comprehend the lesson simply.⁴ Based on an interview with an English teacher, students feel unmotivated to learn English, shy to express their ideas, and struggle to mention basic vocabulary commonly used in daily activities. Their vocabulary is limited because Students do not often hear or read English words outside the classroom. They do not get enough support from themselves or their environment to learn more words. They also forget new words quickly because they do not use them often. This makes them afraid of making mistakes when saying or using new words. Also, the time for English lessons at school is short, so

³ Bambang Nur Alamsyah Lubis, Azizah Husda, And Putri Annisa Zulhantiar, "Memrise Application As Digital Media Skillto Enrich Students' English Vocabularyat Junior Highschool In Medan," *Jurnal Education And Development* 11, no. 1 (January 9, 2023): 459–67, <https://doi.org/10.37081/ed.v11i1.4542>.

⁴ Asnizar Nasution, "The Effect Of Memrise Application On Students' Vocabulary Mastery At Seventh Grade Of Mts Pab 1 Helvetia," *Bright Vision Journal of Language and Education* 2, no. 1 (June 7, 2024): 24, <https://doi.org/10.30821/brightvision.v2i1.2971>.

they do not have enough practice.

To solve this problem, the researcher suggests using the Memrise application. Good class depends on how the teacher presents the lesson in a way that students can understand easily. Students at MTS Nurul Ihsan are not allowed to use mobile phones. Memrise can be used with a projector. This application makes learning fun and interactive. It helps students remember words better by using pictures, sounds, and fun exercises. Memrise is a great tool because it makes vocabulary learning easier and more interesting. Memrise is an educational application that functions to help students master a language, one of which is English pronunciation through various available learning features.⁵ The app uses audio, visual, and mnemonic techniques to help students to associate words and easily recall them.⁶ Among these applications, Memrise application is a popular tool designed to help students acquire new vocabulary through interactive exercises and spaced repetition techniques.

Learning vocabulary often is an important factor in shaping students' achievement, especially in learning English. According to previous studies were showed: that the ability of students after learning to increase vocabulary through the application was excellent and helped students in increasing English vocabulary during the pandemic. And also it shows that

⁵ Putri Manullang., Kammer Tuahman Sipayung., Nurhayati Sitorus., & Mula Sigiro, " The Influence Of Using Memrise Application On The St"udents' Pronunciation Mastery Of The Eight Grade At SMPN 2 Girsang Sipangan Bolon", *Journal Of Social Science Research*, Vol 3, No 2, 2023, P. 559

this Memrise application-based research is a valuable method for improving students' vocabulary with a fun way of learning.⁷ Other research stated the Memrise application effectively motivates students to learn English vocabulary in 8th grade students at SMPN 24 Serang. Memrise application can influence students' motivation to learn English vocabulary in the eighth grade at SMPN 24 Kota Serang with a high effect size. Reflecting the result, it recommends the next researchers to develop further works using the Memrise application to enhance students' listening, reading, writing, or speaking skills through mixed-methods or research and development in particular.⁸

This media can be utilized by all students to enhance their vocabulary and also can be used by all of teacher to create the new method for teaching with fun and enjoy. The researcher is interested in studying how Memrise can help students improve their vocabulary. The research is titled "Improving Eighth Grade students' Vocabulary Mastery through Memrise: A Classroom Action Research at MTS Nurul Ihsan Tempeh" The researcher hopes this study will help students easily for mastering vocabulary.

B. Research Question

⁷ Dessy Natalia Kasa, "Applying Memrise App To Improve Student's Vocabulary In Online Learning During The Covid 19 Period At Joykids Private Lesson," *Journal of Education and Research* 1, no. 1 (June 29, 2022): 1–12, <https://doi.org/10.56707/jedarr.v1i1.88>.

⁸ Anisa Bela Deputri, Aisyah Hamidiyah, and Akhmad Baihaqi, "The Use Of Memrise Application On Students' Motivation In Learning English Vocabulary," *Genta Bahtera: Jurnal Ilmiah Kebahasaan Dan Kesastraan* 9, no. 1 (November 13, 2023), <https://doi.org/10.47269/gb.v9i1.243>.

Based on the research mentioned above, the questions to be addressed in this study include:

How can Memrise application improve the Eight grade students' vocabulary mastery at MTS Nurul Ihsan Tempeh?

C. Research Objective

Based on the research mentioned above, the objectives to be achieved in this study include:

To investigate how the Memrise application can improve the vocabulary mastery of eighth-grade students at MTS Nurul Ihsan Tempeh

D. The Significance of the Research

The results of this research are expected to provide benefits both theoretically and practically.

1. Theoretical

This study explores how the Memrise application is utilized in the teaching process to enhance students' vocabulary skills.

2. Practically

a. For teacher

The researcher hoped that this study will make teaching and learning process more enjoyable for teachers.

With this educational technology, its can make the student not bored for mastering the vocabulary mastery so they can strengthen their speaking skills.

b. For the students

This research is expected to the student to improve their vocabulary mastery and can improve their quality from low vocabulary to medium vocabulary.

c. For the future researcher.

This research is expected to give a new knowledge of the future researcher to do the better research of teaching and learning process, and to solve the students' low vocabulary problems, and also the teachers that have the similar problem with this research.

E. Research Scope

Many studies have explored the use of educational technology in improving vocabulary mastery, with Memrise being one of the popular applications. However, most previous research assumes that students have unrestricted access to mobile devices, which may not always be the case, especially in pesantren-based schools like MTS Nurul Ihsan Tempeh, where students are not allowed to use phones. This study addresses that gap by investigating how Memrise can still be effectively used within a controlled classroom setting, utilizing a teacher's device or a shared screen. Since this research focuses on general vocabulary, it ensures that students learn commonly used words that are essential for communication and academic purposes. By adapting Memrise to a

non-mobile learning environment, this study contributes to understanding how digital vocabulary learning tools can be applied in restricted school settings while maintaining their effectiveness.

F. Definition of Key Term

1. Memrise Application

The Memrise application is an educational technology designed to help students master vocabulary effectively. It offers various interactive features, such as flashcards, audio pronunciation, spaced repetition, and engaging quizzes, which enhance learning and retention. Through these features, students can practice new words, reinforce their understanding, and track their progress in a fun and structured way. Memrise provides an adaptive learning experience, allowing users to learn at their own pace while improving their vocabulary skills efficiently.

2. Vocabulary mastery

Vocabulary mastery is a crucial component before developing skills in listening, speaking, reading, and writing. Without sufficient vocabulary, learners may struggle to understand texts, communicate ideas, and engage in conversations effectively. The type of vocabulary used in this context is general vocabulary, which includes commonly used words essential for daily communication and academic learning. Mastering general vocabulary helps students build confidence, improve

comprehension, and enhance their overall language skills in various situations.



CHAPTER II

REVIEW OF SUPPORTING LITERATURE

This section includes the main theories and thoughts that form the foundation of this research, based on related literature.

A. Related Previous Studies

This section discusses several previous studies that relate to this study:

1. The first study was carried out by Ai Siti Maryam Suryani, 2023. at the title “The Implementation of Memrise in Improving English Vocabulary Mastery”. This research belonged to qualitative method with Classroom Action Research as data collection because the researcher was used test, observation sheet, and questionnaire for the instruments. The sample of the research chosen class of x IPS 2 that consists of 18 students. The result of this research show in the pre-test the mean score is 54, 06, in the post-test 1 the mean score is 72, 06, in the post-test 2 the mean score of pre-test is 52,048, the mean score of post-test 1 was 69, 43, and the mean score of post-test 2 was 80, 86. The conclusion of this research was there was improvement of students’ vocabulary score through MEMRISE application.
2. Second, Journal by Muhammad Ardan Firdaus Firdaus and Jamilah Jamilah , 2024. At the title “The Implementation of Memrise to Improve Speaking Ability on Secondary Level Students”. The skill of speaking was aimed in this study with using classroom action

research in the process, covering planning, acting, observing, and reflecting for the data collection technic. This research was carried in SMK Syubbanul Wathon consist 34 students. According to the students of SMK Syubbanul Wathon have better score thought by Memrise application in teaching speaking skill especially based on accuracy, fluency and grammar. It simply that the Memrise application is suitable for teaching speaking skill for students SMK Syubbanul Wathon. The data of this research were obtained from observation checklists, field notes, pretest, and post-tests and they were analyzed quantitatively by using SPSS.

3. Third, Journal by Juniharma Dewi Dalimunthe, 2021. At the title “The Effect of using Memrise application on Students Vocabulary Mastery”. In this study, the object is focused to how this memrise can improve learner’s vocabulary. The authors used a quantitative method and collected research data by filling out a questionnaire. There are 10 participants, of which are students of 5th and 7th semester. The result of this study it can be concluded that the Memrise application is quite helpful for students in improving English vocabulary.
4. Fourth, journal by Magfirah, 2023. With the title “The Effect Of Mamrise Application On The Improvements Of Vocabulary Mastery Of The Sevent Grade Student At Smpn 6 Palu”. This research was aimed in the efectiveness of memrise in helping seven

grade at Psmpn 6 Palu. This study was using quantitative research. With the data collection technic of pretest and posttest experiments. The results of this study indicate that students' scores become higher after being given treatment in the experimental class using the Memrise application for students in that class .

5. Fifth, journal by Muh. Felix Agung Cahyono, Hesty Puspita Sari & Yusniarsi,2023. With the title “A Solution To The Difficulty Of Vocabulary Mastery Trough Memrise”. This study was focused on show the tudents improve their english vocabulary with memrise. using quantitative research with the design of comparative study by using pretest and posttest. Research on the effectiveness of this application has been carried out at MAN 3 BLITAR which is located in Blitar Regency. The result of this research is ten grade students’ of MAN 3 Blitar can achived the target with KKM based there. And the Students are also more engaged in learning that contains learning media,suchas the memrise app that researchers use. Because students believe that learning would be more enjoy able.

Table 2.1

Similarities and Differences

The table below displays the points of similarity and difference between previous studies and this research:

No	Title of the research	Similarities	Differences
1	Ai Siti Maryam	This current	Ai Siti Maryam’s

No	Title of the research	Similarities	Differences
	Suryani,2023 he Implementation of Memrise in Improving English Vocabulary Mastery	research and previous research are using classroom action research (CAR) and both are focus to the vocabulary mastery.	research was in the formal school, while this research is based on the pesantren
2	Muhammad Ardan Firdaus Firdaus and Jamilah Jamilah , 2024. At the title “The Implementation of Memrise to Improve Speaking Ability on Secondary Level Students”.	This current research and previous research are using memrise application, and using Classroom action research (CAR) for the research.	The subject of Muhammad Ardan Firdaus and Jamilah’s research was senior high school while the object of this research is junior high school, and Earlier research focused on

No	Title of the research	Similarities	Differences
			students' speaking abilities, whereas this study concentrates on students' vocabulary mastery.
3	<p>Juniharma Dewi Dalimunthe, 2021.</p> <p>At the title "The Effect of using Memrise application on Students Vocabulary Mastery"</p>	<p>Both are using memrise application and focus to the student's vocabulary mastery.</p>	<p>Juniharma Dewi Dalimunthe conducted quantitative research, but this study uses classroom action research. Also, her research focused on undergraduate students, while this research involves junior high school students.</p>

No	Title of the research	Similarities	Differences
4	journal by Magfirah, 2023. With the title “The Effect Of Mamrise Application On The Improvements Of Vocabulary Mastery Of The Sevent Grade Student At Smpn 6 Palu”	Both are using a memrise application to improve students vocabulary mastery	Magfirah’s research was using quantitative research and the object of the research was in the students seven grade, it is different in this study is using action research (CAR) with the object is the students eight grade of MTS Nurul Ihsan Tempeh
5	journal by Muh. Felix Agung Cahyono, Hesty Puspita Sari & Yusniarsipalu, 2023. “A Solution To The Difficulty Of Vocabulary	Both are using a memrise application	The difference lies in the previous research using quantitative methods, but in this study uses classroom action research. And The earlier research

No	Title of the research	Similarities	Differences
	Mastery Trough MEMRISE”		conducted at MAN 3 Blitar, whereas this study is focused on eighth-grade students of MTS Nurul Ihsan Tempeh Lumajang.

Several studies have examined the use of Memrise in improving students' English skills. Research by Ai Siti Maryam Suryani (2023), Magfirah (2023), and Juniharma Dewi Dalimunthe (2021) focused on vocabulary mastery, showing that students' scores improved after using Memrise. Meanwhile, Muhammad Ardan Firdaus & Jamilah (2024) studied speaking skills, finding that Memrise helped students improve accuracy, fluency, and grammar. Muh. Felix Agung Cahyono et al. (2023) also found that Memrise made learning more engaging. This research differs because it focuses on junior high school students in a pesantren-based school and uses Classroom Action Research (CAR) to track progress over time.

B. Theoretical Framework

1. Teaching of English

Teaching English is the process of guiding students to develop their ability to understand, use, and communicate in English effectively. Teaching english involves teaching listening, speaking,

reading, and writing skills, as well as important language components like grammar, vocabulary, and pronunciation.

Good English teacher not only explains language rules but also creates a fun and engaging learning environment where students feel motivated to practice. Teaching methods can vary depend on the students' needs, such as using games, storytelling, role-playing, or technology-based learning. The goal is to help students gain confidence, fluency and comprehend about English. So, Students can use English in real-life situations, whether for school, work, or daily communication. To study about English obligate for knowing several elements in the English:

a. Skills

In the teaching English there are several skills for mastering English language:

1) Listening skill

Listening is the ability to understand spoken English.

It means hearing words, sentences, and conversations and knowing what they mean. This skill is important because it helps in communication, like understanding teachers, movies, songs, or daily conversations. Good listening requires focus and practice to catch different accents, speeds, and tones.

2) Speaking skill

Speaking is using words to express ideas and communicate. And Listening is the ability to understand spoken English. It means hearing words, sentences, and conversations and knowing what they mean. This skill is important because it helps in communication, like understanding teachers, movies, songs, or daily conversations. Good listening requires focus and practice to catch different accents, speeds, and tones.

3) Reading skill

Reading is the ability to understand written English. It includes recognizing words, understanding their meaning, and interpreting the message of a text. Reading skills are important for studying, understanding books, articles, or even instructions. To become a better reader, students should practice reading different types of texts, like stories, news, and academic materials.

4) Writing skill

Writing is the ability to express ideas through written words. It includes spelling, grammar, punctuation, and organizing sentences into clear paragraphs. Writing is important for making notes, writing essays, emails, or even creative stories. To improve writing, students should practice structuring sentences, using correct grammar, and expressing

ideas clearly.

a. Components

To master these skills, important for all of students to understand key elements of the language, such as:

1) Vocabulary

Vocabulary is one of collection of words that a person knows and understands. The more knowing words Helping students to improve their speaking, reading, writing, and listening skills in English more easily.

2) Grammar

Grammar refers to the rules that govern language. for making sentences correctly. Grammar can helps us know how to arrange words properly so that others can understand what we mean.

3) Pronunciation

Pronunciation is saying words correctly. Include the way to stress sounds and use the right tone so that people can understand us easily.

4) Spelling

Spelling is writing words with the correct letters in the correct order. Good spelling helps in writing clearly and avoiding misunderstandings.

5) Fluency

Fluency is the ability to speak or write smoothly without too many pauses or mistakes. A fluent person can express ideas easily and naturally.

2. Teaching of Vocabulary

a. Vocabulary

Vocabulary is the smallest component of the language.

Because of that, learning vocabulary is important to improve the quality of English language. It means lack of vocabulary will bother the process of study. Knowing many words is very important for someone who wants to learn a language well. Students struggle to improve their four language skills and to speak English clearly without knowing enough vocabulary first⁹

For beginner, it does difficult for studying about four basic.

Because in listening, it is study about how the comprehend the material using a sound and low vocabulary it is so difficult to understand about the sound. Vocabulary is a core component of language and it is the basis of how to speak, listen, write and read well. The more known vocabulary, the more able to understand what is heard and read; and better will be able to say opinions or

⁹ Robi Faizal Rohim, "The Effect of Memrise Application Towards Students' Vocabulary Mastery," *Journal of English Language Learning* 6, no. 2 (November 9, 2022): 194–198, <https://doi.org/10.31949/jell.v6i2.3656>.

ideas when speaking or writing.¹⁰

Lack of vocabulary, it can make students are not confident to express their idea and she or he cannot convey their idea to each other fluently. Likewise reading and writing, those can make the student feel difficult too for understanding the means. So that, by having a lot of vocabulary it will make the students easier to conversation by using English and confident to show it.

b. Types of Vocabulary

types of vocabulary are two, as follows:¹¹

1) Active vocabulary

Meaning is the students can understand about the words, and The students can say and use words properly in both speaking and writing.

2) Passive Vocabulary

Meaning is the students realize and understand about the words when it happens in the context. But they are unable to produce it themselves correctly. Vocabulary like this really needs to be studied in order to narrow down what is introduced because, if too many are introduced, students will

¹⁰ Yohana Aprillia Dameria. H, Kartika Dewi, "The Impact of Students' Vocabulary Mastery by Using Memrise Application in Senior High School 6 Muaro Jambi " *Journal Of English Language teaching*, Vol. 8, No.2,(2024) : 137-145

¹¹ John Haycraft, 1978. Handbooks for Language Teachers *An Introduction to English Language Teaching*: Longman

find it difficult to absorb too many words.

c. Vocabulary aspect

Based on Brown (2010:19) Vocabulary knowledge covers things like definitions, spelling, pronunciation, types of words, and their usage. When students lack a strong vocabulary foundation, they are disadvantaged in the skills of listening, speaking, reading and writing, which are all essential to effective communication.¹² So, Students need to master all aspects of vocabulary to communicate effectively in English. The following are several aspects of understanding vocabulary:

1) Meaning

Some words can have multiple meanings depending on the context. To understand their meaning, teachers need to know when to use tools like guided discovery, contextual guessing, and dictionaries. Guided discovery involves asking questions or offering example to provide the students meaning correctly. Invite the students to involve in finding meaning. So, students will easily remember words and their meanings.

¹² Jenine Lynn Gregory and Free-Queen Bongiwe Zulu, “Enhancing Vocabulary Acquisition through Memrise in an English Second-Language Class: Action Research at a TVET College,” *Journal of Vocational, Adult and Continuing Education and Training* 7, no. 1 (October 31, 2024): 21, <https://doi.org/10.14426/jovacet.v7i1.387>.

2) Spelling

In learning vocabulary, spelling is very important because it helps in reading. In spelling language have acceptable written differences forms for the same words in the same word English variety or most common, because the fact is that they come from different varieties as is the case with many British or Americans English terms.

3) Pronunciation

Pronunciation means how clearly a word is spoken. Since it doesn't always match the spelling, it can be hard to learn. Speaking with good pronunciation helps others understand and improves communication.

4) word use

Using words correctly involves understanding how they are applied in sentences or daily conversations and it can also involve grammar, making it an area of detailed study.

d. Teaching methods for vocabulary

There are some effective methods for teaching vocabulary to students, especially to make learning engaging

and easy to remember: ¹³

1) Direct Method

Introduce new vocabulary without translation into the students' native language. Use pictures, gestures, or real objects to explain meanings. Example: Teaching the word "apple" by showing a real apple or a picture of it.

2) Contextual Learning

Teach vocabulary within sentences or stories so students understand how to use it. Example: Teaching the word "rain" in a sentence like "Yesterday, it was raining, so I used an umbrella."

3) Total Physical Response (TPR)

Students learn words through actions and physical movement. Example: When teaching the word "jump," ask students to jump.

4) Game-Based Learning

Using games makes learning vocabulary fun and interactive. Examples of games: Pictionary (drawing and guessing words). Charades (acting out

¹³ Ali Murtadlo And Zainal Aqib, *Ensiklopedia Metode Pembelajaran Innovative* (Pustaka Referensi, 2022), 25.

words without speaking). Matching Game (matching words with their meanings or pictures).

5) Audio-Visual Method

Use songs, videos, or short movies to introduce new words. Example: Songs like "If You're Happy and You Know It" – An interactive song that teaches verbs and expressions of feelings.

6) Word Mapping

Helps students connect words with synonyms, antonyms, or related words. Example: For the word "happy," students can create a word map with synonyms like "joyful, cheerful" and antonyms like "sad, upset."

7) Mnemonics & Association

Use tricks or funny stories to help students remember words. Example: To remember "big," students can imagine a huge elephant.

8) Repetition and Drilling

Have students repeat words multiple times using different activities, such as speaking aloud, writing sentences, or using the words in conversations.

9) Word Wall & Flashcards

Create a word wall in the classroom with new vocabulary. Use flashcards to quickly review and practice new words.

10) Role-Playing & Real-Life Practice

Encourage students to use vocabulary in real-life situations or conversations. Example: If teaching food vocabulary, students can role-play as customers and sellers in a restaurant.

3. Memrise Application

Memrise application is an application that provides a place to learn English through various features that are provided. Memrise is a digital learning tool that helps keep students engaged and prevents boredom during the teaching and learning process.

Memrise is based on a frame of scientific knowledge about how we learn and use our scientific minds to help you learn faster.¹⁴ With the fun learning while playing method, students will enjoy learning English more.

a. Word Translation

¹⁴ Tran Ngoc Quyen Quyen, "Improve Students' English Vocabulary With The Memrise Mobile Application," *International Journal on E-Learning Practices (IJELP)* 5 (December 12, 2022): 12–22, <https://doi.org/10.51200/ijelp.v5i.4095>.

The word translation challenge in Memrise is the easiest. It gives four to six answer choices, and the user has to pick the word with the same meaning as the given word. If the answer is correct, a big checkmark appears.



b. The Flashcards

The next feature is flashcards. These are designed to help users remember words they have learned. Flashcards appear after the word translation challenge. Users can type anything on the flashcard to help them recall the word. However, Memrise does not always assist in creating flashcards, so users have to make their own and memorize new words independently. Because of this, many users choose not to create flashcards.

c. Audio Challenge

In this challenge, Memrise provides three audio options. Users are asked to choose the correct audio that matches the given word. They can click on each audio option to listen and then select the right one before clicking "Next." If the answer is

correct, it will be highlighted in green, while a wrong answer will be shown in red.

d. Typing Challenge

In the Typing Challenge, users need to type what they hear in the audio. This activity helps improve listening skills. For example, if the user hears "ti," they should type "ti" in the answer box.

e. Phrase Translation

Memrise presents a phrase as a question, followed by five answer choices. Each choice consists of a word with a different translation. The user needs to choose the correct answer that has the same meaning as the given phrase. After finishing this challenge, Memrise will prompt the user to make a flashcard to help remember the phrase.



CHAPTER III

RESEARCH METHODOLOGY

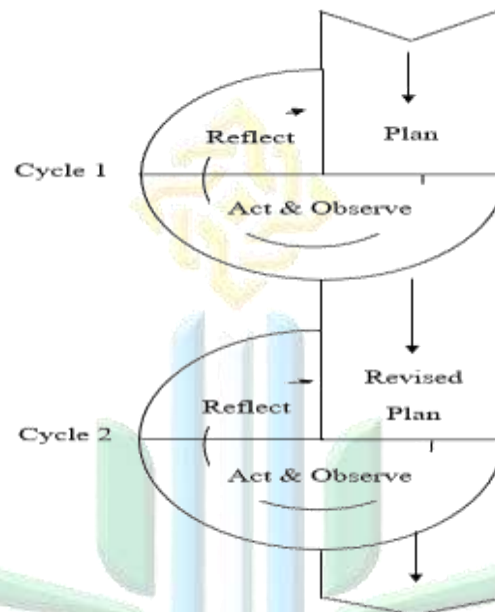
In this chapter, the methods used throughout the research are detailed. It covers seven main parts: the overall plan of the study, where the research took place, the participants, the tools and techniques for gathering data, the approach for data examination, and the procedures for validating the findings.

A. Research Design

The research design used in this study is Classroom Action Research (CAR), which aims to identify and solve students' learning problems in the classroom. Burns explains that action research seeks to enhance the quality of teaching and learning by promoting collaboration among researchers, educators, and other participants involved in the educational process. This method allows for systematic reflection and adjustment to improve teaching strategies and student outcomes.

Classroom Action Research (CAR) is usually conducted through a cooperative effort between the researcher and the teacher, ensuring that the study is directly applicable to real classroom situations. In this study, the researcher worked closely Together with the English teacher at MTS Nurul Ihsan Tempeh, who functioned as both an observer and a helper. The teacher played a crucial role in monitoring students' engagement, assessing their progress, and providing valuable feedback throughout the research process. By working together, the researcher and teacher aimed to implement effective

learning strategies, evaluate their impact, and make necessary adjustments to optimize student learning. This collaborative approach ensured that the study not only identified challenges but also provided practical solutions to enhance students' vocabulary mastery and motivation in learning English.



The Classroom Action Research model used in this study is based on the approach by Kemmis and McTaggart.

Figure 3.1

The Classroom Action Research Model by Kemmis and McTaggart is a process used by teachers and researchers to improve teaching and learning in the classroom. This model follows a cyclical pattern, meaning that the steps are repeated until the problem is solved or improvements are made. Four main steps make up this model:

a. Planning

The researcher or teacher identifies a problem in the classroom and creates a plan to solve it. This includes deciding what actions to take and how to measure the results.

b. Acting

The planned action is implemented in the classroom. The teacher applies the strategy or method designed to improve student learning.

c. Observing

The researcher or teacher carefully observes the results of the action. This involves collecting data, such as student performance, behavior, and feedback.

d. Reflecting

The results from the observation are analyzed. The researcher or teacher evaluates whether the action was

effective and decides if any changes are needed. If necessary, the cycle is repeated with adjustments to improve outcomes.

Since the model is **cyclical**, the process continues until the desired improvement is achieved. This approach helps teachers develop better teaching strategies and address students' learning difficulties in a structured and practical way

B. Research Setting and Subject

The research took place at MTS Nurul Ihsan Tempeh with a focus on the eighth-grade class. MTS Nurul Ihsan is a pesantren-based school, where students are not allowed to bring mobile phones. Due to this restriction, the researcher used a projector to display the Memrise application during the teaching process, ensuring that all students could participate in the learning activities.

The eighth-grade students were chosen as the research subjects for several reasons. First, their English proficiency levels are generally low, especially in vocabulary mastery. Many students struggle with learning English and perceive it as a difficult subject. Their lack of vocabulary knowledge leads to low motivation, making them reluctant to engage in English lessons. Some students even lose interest, often feeling bored and disengaged, with some falling asleep during class.

Another reason for selecting the eighth grade is the class size. Compared to the seventh and ninth grades, the eighth grade has the highest number of students, making it a more suitable group for this study. The larger sample size allows for a better understanding of how Memrise can impact vocabulary learning and student motivation. By implementing Memrise in the classroom, this research aims to provide an interactive and engaging learning experience that can help students improve their vocabulary and develop a more positive attitude toward learning English.

C. Research Procedure

This study adopts the Classroom Action Research (CAR) framework

developed by Kemmis and McTaggart. It consists of four phases: Planning, Acting, Observing, and Reflecting, and will be implemented through only one cycle including :

1. Planning

At this stage, the researcher prepares all necessary materials and strategies to implement Memrise in the classroom. The planning includes:

- a. Preparing lesson plans that integrate Memrise into vocabulary learning. Selecting vocabulary materials suitable for eighth-grade students.
- b. Setting up the projector to display the Memrise application, as students are not allowed to use mobile phones.
- c. Creating pre-test and post-test questions to evaluate students' vocabulary progress.
- d. Creating observation sheets to monitor students' engagement and participation.

2. Acting

In this stage, the researcher implements the planned lessons in the classroom. The teaching process includes:

- a. Introducing Memrise to the students and explaining how it works conducting pre-test to measure students' initial vocabulary knowledge.
- b. Using Memrise as a vocabulary learning tool, where

students engage in various activities such as word matching, pronunciation exercises, and quizzes.

- c. Encouraging students to actively participate in the learning process conducting post-test at the end of the cycle to assess students' progress.

3. Observing

At this point, the researcher and the English teacher working together examine the learning activities, focusing on the following aspects:

- a. Students' engagement and motivation during the lesson.
- b. Students' participation and interaction in vocabulary exercises.
- c. Challenges and difficulties faced by students when using Memrise.
- d. Scores obtained by the students on both the initial and final assessments

- e. All observations are recorded using field notes, observation sheets, and student feedback to evaluate the effectiveness of the implementation.

4. Reflecting

After completing one cycle, the researcher analyzes the results and reflects on the findings. This stage includes:

- a. Analyzing the difference between pre-test and post-test scores to evaluate vocabulary improvement.

- b. Identifying problems or challenges faced during the learning process.
- c. Gathering feedback from students and the collaborating teacher.
- d. Deciding whether to continue with the same approach or make modifications for the next cycle.

If the results of the first cycle show significant improvement, the research can be concluded. However, if the objectives are not fully achieved, a second cycle will be conducted with necessary adjustments.

D. Research Cycle

In Classroom Action Research (CAR), the study follows a repetitive cycle made up of four stages: Planning, Acting, Observing, and Reflecting. This cycle is repeated until the research objectives are achieved. The number of cycles depends on the results of each cycle. If improvements are still needed, another cycle is conducted.

1. Planning

The researcher prepares lesson plans, teaching materials, pre-test and post-test questions, observation sheets, and the Memrise application setup using a projector (since students are not allowed to use mobile phones).

2. Acting

The researcher implements the lesson using Memrise to teach vocabulary, conducts a pre-test, and guides students in interactive

activities. A post-test is given After finishing the cycle.

3. Observing

The investigator together with the partnering teacher observes students' participation, engagement, difficulties, and performance.

4. Reflecting

The results from observations, the scores from the pre-test and post-test are examined. If students show improvement, the study may be concluded; otherwise, adjustments will be made for the following cycle.

If the first cycle does not show significant improvement, a second cycle is conducted with necessary modifications, such as: Adjusting teaching strategies, providing more engaging activities, Addressing difficulties faced by students, the same process (Planning, Acting, Observing, and Reflecting) is repeated in this cycle until the desired learning outcome is achieved. This cycle-based approach ensures that teaching strategies are continuously improved based on students' needs and progress.

E. Data collection

In this study, data is collected using various techniques to gather accurate and relevant information about the use of Memrise in improving students' vocabulary mastery. The following methods are applied:

1. Test

A test is a way to assess students' skills after completing the lessons.

It evaluates the teaching materials supplied to the students by the

teacher, either individually or in groups. The test will be administered twice by the researcher, who also acts as the teacher. The first test will be given before starting cycle one to determine the students' average ability, based on assessments conducted by the teacher-researcher. Second, the test is given in the cycle one after providing the material.

Cycle one consists of four meetings. The first meeting introduces students to the Memrise application. The second meeting focuses on the implementation of Memrise in learning. The third meeting strengthens students' vocabulary through the application. Finally, the fourth meeting is a test. The researcher uses an objective test in the form of multiple-choice questions, accompanied by an answer key.

2. Observation

Observation is used to track students' involvement, participation, and learning behavior throughout The teaching activities in the classroom were done with consideration that this research took place in a pesantren-based school, where students are not allowed to use mobile phones, the researcher observes how students interact with Memrise through a projector-based learning approach. The observation focuses on:

- a. Students' attitudes and motivation during the lesson.
- b. Their participation and level of interest in using Memrise.

3. Interview

The researcher has interview to the English teacher of MTS Nurul Ihsan Tempeh concerning of the problem that faces by students the eighth-grade class of MTS Nurul Ihsan Tempeh in their English lessons. Here, the researcher was found that the problems are: students low vocabulary, and cannot use English language to communicate and Minimum of vocabulary it is make the students not interest to study more about English.

F. Data Analysis

To analyze the collected data, both quantitative and qualitative approaches are used. The analysis focuses on evaluating students' vocabulary improvement in a pesantren-based school setting. The data analysis in this study includes interviews conducted before and after the implementation of Classroom Action Research (CAR), as well as observations of eighth-grade students at MTS Nurul Ihsan during English learning activities. To assess the students' test results, the teacher used the following formula:¹⁵

$$x = \frac{\sum X}{n}$$

Notes:

\bar{X} : average score

X : student's individual score

¹⁵ Subana, Moersetya Rahadi Dan Sudrajat. *Statistika Pendidikan*, (Bandung: PT . Pustaka Setia, 2015), 63.

n : total number of students

To conclude, the goal is to assess the number of students achieving the minimum learning standard score of 73 (KKM) established by the school based on the academic policy set by MTS Nurul Ihsan Tempeh. This is done using the following formula:¹⁶

$$p = \frac{F}{N} \times 100 \%$$

Notes:

P: the class percentage

F: total percentage score

N: number of students

G. Data Validity

Validity is an important thing too. To know about the test is valid, the researcher using validity test for showing the test is suitable with the goal of the test. The most complex criterion of an effective test-and arguably the most important principle-is validity¹⁷. Validity should be determined based on whether the test achieves its intended purpose. In other words, validity refers to the accuracy of an evaluation process in measuring what it is meant to assess. In this research, this study emphasizes content validity.

As stated by Brown, a good test should reflect the material that has been

¹⁶ Anas Sudijona, *Pengantar Statistic Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2000), 43.

¹⁷ H. Douglas Brown, *Language Assessment: Principles and classroom Practices*. (New York: Longman, 2004), 22-23

taught. that conclusions will be drawn from and require test-takers to demonstrate the skills being measured.¹⁸ If a test meets these criteria, it can be said to have content-related validity, commonly known regarding content validity, it refers to how well the test items reflect the material or skills that are intended to be measured. To ensure this, the test should be created by experts or individuals who understand the subject well. Additionally, the test must match the curriculum and be relevant to the material being taught while aligning with the intended objectives.

H. Criteria of Success

The success of this research is measured based on the Improvement in Vocabulary Scores At least 75% of students should score 73 or higher in the post-test and Students' average scores should increase from the pre-test to the post-test. If these goals are met, the research is considered successful, showing that Memrise helps students learn vocabulary better and enjoy English more.

¹⁸ H. Douglas Brown, *Language Assessment: principles and classroom practices*. (New York: Longman, 2024), 22-23

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter focuses on analyzing the data collected. The researcher presents the results of the study, which discuss the improvement of eighth grade students' vocabulary mastery through Memrise. The results are based on one cycle. Then, the discussion of the findings becomes the closing part of this chapter.

A. Research Findings

This research was carried out at MTS Nurul Ihsan Tempeh during the academic year of 2024/2025. The participants of the study were eighth grade students from the school. In this chapter, the development and progress of the research are explained in detail, starting from the early preparation stages until the final step of the research cycle. The explanation includes how the research was planned, how it was implemented in the classroom, and what results were found during the process.

Furthermore, this chapter also discusses the instruments used by the researcher, such as observation sheets, tests, and other tools needed to collect the data. The procedures followed in carrying out the research are also clearly described to help the readers understand how the research was done step by step.

The research was conducted in one complete cycle, and the cycle was divided into three meetings. Each meeting had different activities that aimed to help the students improve their vocabulary using Memrise. The

explanation of what happened in each meeting and how the students responded is described in the following sections of this chapter.

1. Cycle

In this study, the researcher worked as a teacher who observed the teaching and learning process. The research was carried out in one cycle, which included four main stages: planning, action, observation, and reflection. Each step of the research process is described in detail in the following explanation bellow:

a. Planning

All the components needed to carry out this research were prepared during the planning stage. These included the schedule, lesson plan, learning materials, vocabulary test, observation checklist, and documentation tools. The lesson plan was created based on the curriculum and the school's syllabus to ensure it matched the students' learning needs. The vocabulary test was also designed by the researcher, who adjusted it according to the English material being taught. In this way, the researcher made sure that the vocabulary test was suitable and closely related to the students' learning material.

b. Acting

After preparing the English materials and the research instruments, the researcher began the implementation stage of the cycle. This cycle served as an introduction, and the teaching and learning

process was carried out in three meetings. During this stage, the researcher introduced Memrise as the media used in the research. In addition, the teacher applied the Memrise application during classroom activities. To deliver the vocabulary material effectively, the researcher organized the teaching process into three stages: pre-activities, while-activities, and post-activities. Each stage had specific steps to help students understand and practice the vocabulary being taught.

1) First Meeting

In the first meeting, the researcher was accompanied by the English teacher of the eighth-grade students, who introduced the researcher as both a researcher and a temporary teacher. The researcher began the activity with a greeting and invited the students to recite *basmalah* together. The meeting lasted for 60 minutes: 10 minutes for the pre-activity, 45 minutes for the main activity, and 5 minutes for the closing. During the 10-minute pre-activity, the researcher explained the objectives of the research to the students. At this moment, the researcher also explained the rules of the research. The students were informed that there would be a pre-test and a post-test. The researcher aimed to motivate the students from the beginning to the end of the sessions by promising a reward for the three students who achieved the highest scores in the post-test. The student's

reaction was so interested and spirit to answer every question that researcher gave to them.

Pre-activity, the researcher tried to have short conversations with each student and asked them to introduce themselves also asked the students a few questions to get to know them better, such as: *"Do you like learning English? Do you think English is important or not for you?"* The students responded: *"I think English is important, Ustadzah, because it helps me play Mobile Legends since many words are in English. Also, it's useful if we meet tourists so we can talk to them. It's not that we don't like English, Ustadzah, but the vocabulary is difficult to understand."* That was the students' opinion about the importance of English. In this research, the researcher designed the vocabulary material to be learned through Memrise, following the school's lesson plan (*RPP*). Since the *RPP* focused on simple past tense or recount text, the researcher selected vocabulary related to past events for the main activity.

In the main activity, the researcher asked several questions as a warm-up for the students, focusing on the topic of the past. This served as an apperception activity. The researcher asked, "Apakah kalian memiliki cerita masa lalu atau sebuah kejadian yang kalian ingat di masa lalu?" The students answered in Indonesian, saying, "Iya, banyak banget Ustadzah cerita sedih

maupun happy dzah." From their responses, the researcher concluded that the students already understood the concept of the past. Then, the researcher introduced an application as a learning media that could help them when they wanted to tell a story from the past. This media was also aimed at helping students distinguish between vocabulary used in the past, present, and future.

At this point, the researcher began to gradually explain about Memrise to the students. The researcher did not give a full explanation about Memrise right away, but instead directly distributed the pre-test paper to the students. This pre-test was given before the vocabulary learning using Memrise began, because the researcher wanted to measure how much vocabulary the students had before using Memrise. The results of the pre-test were kept by the researcher without informing the students, because the questions used in both the pre-test and post-test were the same. This was done to prevent the students from knowing which answers were right or wrong based on their previous responses in the pre-test.

Before the students began working on the pre-test, the researcher gave several rules that they had to follow: they were not allowed to cheat, they were not allowed to use dictionaries, and they had to answer based on their own ability. The students

worked on the test seriously and respectfully, and the researcher felt a good sense of respect and cooperation from them. At the end of the meeting, the researcher did not forget to say thank you to all the students, followed by reciting *hamdalah* together.

2) Second Meeting

Second meeting was conducted on April, 30th 2025 at 10:00-11:10 a.m. As usual, the researcher entered the class, greeted the students, and began by reciting basmalah together. The classroom atmosphere was very good no students were sleeping, although a few looked sleepy when the researcher first entered the room. The teacher checked who came to class. The number of students was the same as yesterday. There are 23 students in total, but only 19 came. This is because the school is a pesantren, and many students had not come back to the pesantren yet. After that, the researcher prepared the projector and laptop to show the Memrise application. The researcher explained some benefits and how to use the Memrise application. The researcher also combined the vocabulary from the students' LKS with the topics in the Memrise application. All students were focused on the front. In this part, one student tried the Memrise application while the others answered together. It was very fun to learn new vocabulary in this teaching and learning process. In this lesson, the researcher did not use group

work. The researcher only took the students' scores from the post-test results. After that, the researcher gave other students a chance to try using Memrise. Just like before, the other students watched through the projector screen. They looked very excited while learning and playing at the same time. Sometimes, they laughed because it was hard for them to copy the short videos of native speakers in the Memrise application.

Before researcher closed the meeting, the researcher did repetition about all of the vocabs that had been gotten in this section. after repeating the lesson, the researcher closed the meeting by saying hamdalah and salam.

3) Third meeting

The researcher was continued in the third meeting at 10:30- 12:30. In this time this time, the class session lasted longer than usual. It was because the research took place during

several meetings held by all teachers and the head of the Nurul Ihsan pesantren. So, the teachers gave the students free time. The researcher used this opportunity well to complete several stages of the research. First, the researcher entered the class as usual, greeted the students, and started the lesson by saying Basmallah. Then, the researcher reviewed the vocabulary that had been learned in the previous meeting. The students and the researcher reviewed the vocabulary together and also took turns using

Memrise again. After that, the researcher prepared the post-test papers and gave them to all the students to complete seriously.

Third, the researcher made the students enjoy their time in class by watching a movie, while the researcher checked all the post-test papers and tried to find the top three scores in the test. Finally, after everything was done, the researcher announced the students' post-test scores. The researcher found a big and positive gap in the scores, showing good improvement. As agreed at the beginning of the meeting, the researcher gave rewards to the students who got the top three scores. Before closing the activity, the researcher took a picture with the winners, then ended the session by saying greetings and reciting Hamdalah together.

c. Observing

In the observation stage, the researcher and the collaborator paid attention to what was happening in the classroom during the teaching and learning process. They observed the classroom atmosphere, students' participation, their enthusiasm while learning, and their confidence in the vocabulary lesson. The results of the observation are described as follows:

Table 4.1
Observation sheet

No	Teaching process	Yes	No	Notes
	Pre Teaching			

No	Teaching process	Yes	No	Notes
1	Students arrive on time and are ready to participate in the lesson	√		All of students arrive on time
2	Students are orderly and sit properly before the lesson begins.	√		Students sit nicely and nothing students still walk or doing something ennoying
3	Students pay attention when the teacher starts the lesson.	√		All of the stuents pay attention
4	Students respond when the teacher connects the previous material to the new topic		√	Students feel confious because they are forgetting about the materiala before
5	Students enthusiasm for the Apperception	√		Students give a good response to the apperception
	While Teaching	Yes	No	
1	Students listen to the teacher's explanation attentively	√		All of the students listen carefully
2	Students pay attention to the whiteboard, books, or materials used in the lesson	√		All of the students focus to the white board
3	Students remain focused throughout the lesson without engaging in other activities such as chatting or playing.		√	Several students there are chatting and playing with their desk or pen. But did not disturbed other students
4	Students actively answer the teacher's questions.	√		Students did not shy to teachers question
5	Students ask questions when they do not understand something	√		Several students ask questions when they do not understand something

No	Teaching process	Yes	No	Notes
6	Students complete the tasks given by the teacher seriously	√		All of students complete the tasks given by the teacher seriously
7	Students show respect toward the teacher and classmates	√		All of students respect toward the teacher and classmates
8	Students follow classroom rules properly.	√		All of students follow classroom rules properly.
9	Students help each other when a classmate has difficulty understanding the material.		√	Students did not helped other classmate but they directly ask to the teacher
10	Students do not show signs of boredom, sleepiness, or disruptive behavior		√	There are several students sleepy in the class, but they still respect to the teacher in front.
Post Teaching		Yes	No	
1	Students continue to ask questions or show interest in the material after the lesson ends	√		Students show their interest to the memrise because they felt memorizing with memrise was so easy
2	Students display a positive expression after the lesson	√		All of the students showed a positive expression after the lesson
3	Students respond positively to feedback and corrections given by the teacher	√		Several students respond positively to feedback and corrections given by the

No	Teaching process	Yes	No	Notes
				teacher

Based on the observation checklist, during the pre-teaching activities, most students showed good readiness to start the lesson. They arrived on time, sat in an orderly manner, and paid attention when the teacher began the lesson. However, some students did not respond when the teacher tried to connect the previous material to the new topic. Despite this, students showed enthusiasm during the apperception stage.

In the while-teaching phase, students generally paid attention to the teacher's explanation and the materials used, such as the whiteboard and textbooks. They actively answered the teacher's questions and completed the tasks seriously. Many students also asked questions when they didn't understand something, showing their interest in the lesson. They also showed respectful behavior and followed the classroom rules well. However, a few students were distracted, such as chatting or not staying focused during the lesson. Some students did not help their peers when needed, and there were signs of boredom or lack of energy among a few students.

In the post-teaching stage, students continued to show interest in the lesson. They asked further questions and responded positively to the teacher's feedback. Their facial expressions indicated that they were satisfied and happy after the lesson ended. Overall, the teaching and learning process went quite well, although

there were still a few aspects that could be improved, such as student focus and peer cooperation during the lesson.

d. Reflecting

In this phase, the researcher and the teacher evaluated the results obtained in this cycle. The researcher compared the students' scores from the pre-test and post-test. It was found that there was a significant improvement in the students' scores. Although not all students improved, about 79% of them showed a great increase in their results. However, there was one student whose score did not improve. After further investigation, the researcher found that this student was not fully focused during the lessons due to feeling tired and unwell. Because of this, the researcher allowed the student to continue joining the class, even though they could not fully concentrate. The results of the evaluation can be seen in the table below:

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Table 4.2
The Components of Students' Vocabulary Test Score

No	Initial Name	Pre- Test Score	Post- Test Score
1	AMS	60	80
2	AAW	55	70
3	SAN	55	80
4	MAPC	50	75
5	FTI	50	70
6	GEP	65	85
7	FER	65	75
8	MS	75	80
9	ZAFR	65	95
10	MKA	45	75
11	INF	65	75
12	NZ	75	90
13	AHN	65	75
14	MA	75	80
15	MH	60	80
16	FA	45	65
17	FHR	40	75
18	WFL	50	70
19	IHM	45	75
TOTAL		1.105	1.470
MEAN		58,1	77,4
PERSENTAGE		15,7%	79%

In the pretest, the total of students' score was 1.105 and the total of students did the test were 19 students. So, the average of the students. Was:

$$X = \frac{\sum X}{N}$$

$$= \frac{1105}{19}$$

$$= 58$$

The percentage of students who passed the pretest was:

$$P = \frac{F}{N} \times 100 \%$$

$$P = \frac{3}{19} \times 100 \%$$

$$P = 15,7 \%$$

While in the posttest, the total of the students' score was 1470. There are 19 students the average of the students was:

$$X = \frac{\sum X}{N}$$

$$= \frac{1470}{19}$$

$$= 77,4$$

$$= 77,4$$

The percentage of students who passed the posttest was:

$$P = \frac{F}{N} \times 100 \%$$

$$P = \frac{15}{19} \times 100 \%$$

$$P = 79 \%$$

From the table 4,2, Memrise provided significant improvement for the students. The difference between the students' pre-test and post-test results shows that their vocabulary mastery improved through the use of Memrise. With the standard minimum score (KKM) and the percentage of the students passed KKM that was 79%. During the class, the students seemed interested and enjoyed using Memrise. According to the students who were interviewed by the researcher, they did not feel bored when memorizing vocabulary, even though there were many words to learn in a single day. They still felt engaged and motivated. The students were very enthusiastic when doing the Memrise quiz. The researcher, who also acted as the teacher, gave one student the opportunity to become the quiz operator, while the other students answered the questions. This activity encouraged all students to participate in

learning vocabulary using Memrise, with the projector serving as a tool in the teaching and learning process.

B. Discussion

The ability to communicate, to read English book, to listen English song are really important to be mastered because usually people can understand other people or say are because rich of vocabulary. Having a good vocabulary is very important to help students in speaking, reading, and listening. One of the goals in this research were for helping the eighth grade students to mastering vocabulary trough one of media that can make them enthusiasm with new way for their teaching learning process.

In this research, the researcher used some application as a media to help students improve their vocabulary nicely. Fortunately, there are so many applications that can help students for mastering English skill such as: speaking, reading, writing, and listening. But, the researcher chooses one of the applications called Memrise application. Memrise is a language learning app, not only for English but also for many other languages. It offers various features and topics that learners can choose from. Memrise also provides different courses, both free and paid, depending on the learner's preference.

Based on the research memrise the result show that can make students enthusiasm while teaching and learning process and improve their score pretest to posttest be better than before. Students seem enjoy when memorizing the vocabularies with memrise. And students can answer the entire mean of vocabularies when the researcher reviewing it.

Based on the data in this research, this memrise have been proven by several previous researches. One of it such as: learning Vocabulary through Memrise, the students will have an alert to remember the Vocabulary that they should know. Memrise uses a set a combination of technology and science that turns the students' minds to life. And Memrise can facilitate the students to use Vocabulary that they learn in a variety of ways. Besides, Quizlet also provides eight discourse modes that arouse the students' motivation to learn Vocabulary.¹⁹

The success of this research was also supported by the positive responses from the students. They showed great respect to the researcher as a teacher, and they were curious and excited to try a different kind of learning. Because of that, they felt that learning with Memrise was very helpful. It made it easier for them to improve and learn new vocabulary quickly and enjoyably, without feeling burdened. So, based on previous research, the findings of this study also support the idea that Memrise can help improve students' vocabulary.

In conducting this research, there were also some challenges faced by the researcher when using the Memrise application for the eighth-grade students through a projector. The first problem was that the projector screen was a bit blurry, which made it a little difficult for the students to read the

¹⁹ Dian Fadhilawati, Bahrul Ulum, and Dwita Laksmi Rachmawati, "Implanting Vocabulary for Long Terms Memory through Memrise and Quizlet Applications," *JPI (Jurnal Pendidikan Indonesia)* 11, no. 1 (February 26, 2022): 34–42, <https://doi.org/10.23887/jpi-undiksha.v11i1.29504>.

vocabulary on the screen. To solve this, the researcher asked one student at a time to try using Memrise on the laptop, while the other students watched. The second problem was something common among students in Islamic boarding schools. They already have many activities in the dormitory, so many students, especially the boys, felt sleepy during the lesson. However, this did not reduce their curiosity about the Memrise application.

Finally, from the discussion above, the researcher conclude that using memrise application was effective to improve students vocabulary mastery and it could help students and the teacher resolve their problem in English class. Such as lack of vocabulary, students bored, and boosting their interest also motivation to learning English nicely and fun.

The researcher chose the Memrise application as a media to help improve the students' vocabulary. In addition, the researcher selected Memrise because of its features, which are believed to reduce students' boredom and lack of participation during class. It is often said that one of the main challenges in teaching students at a pesantren is that they tend to feel sleepy or even fall asleep in class. However, by using Memrise, the students become more active while memorizing vocabulary and were also motivated to keep learning in order to achieve higher scores in the app.

In the implementation of the actions during the cycle, the researcher found some important problems that needed to be solved. The problems were: The limited time allocated for English lessons—only one meeting per week with a duration of 60 minutes, which was not efficient enough.

CHAPTER V

CONCLUSION AND SUGGESTION

This final chapter is divided into two essential sections: the conclusion and the suggestions. The conclusion is based on the research findings that have been presented in the previous chapter. The suggestions are provided for the future development and use of the Memrise application in upcoming studies.

A. Conclusion

From the findings and discussions outlined in the previous chapter, the researcher found that the use of the Memrise application in vocabulary learning was effective in teaching and learning process. It also helped reduce common problems faced by students such as feeling bored, lazy, sleepy, unmotivated, and having difficulty in memorizing vocabulary. There was improvement on eight grade students' for mastering vocabulary through memrise application in the previous test score. In the preliminary especially in the pretest scores, the total score obtained by all students was 1105, with an average score of 58.1. Only 3 students achieved a score of 73 or higher, accounting for just 15.7% of the class. Out of 19 students, 16 did not reach the minimum passing score of 73, indicating that the majority were unsuccessful in the test.

While in the posttest score, that score obtained by all students was 1470. The average score of the students was 77.4. Sixteen students, which

represent an improvement to 79%, achieved a score of 73 or above. Meanwhile, 3 out of 19 students did not reach the passing score of 73.

The observation results indicated an enhancement in the students' vocabulary mastery was good and in this research the researcher did not needed the next cycle because in this cycle was categorized successfully.

B. Suggestion

Referring to the previous findings, the researcher intends to provide some recommendations concerning the process of teaching vocabulary, which include:

1. For English Teacher

Many learners did not interest to study about English. The Learners did not like because they felt difficult for knowing it. And because the lack of vocabulary, it can make them felt did not enthusiasm with English lesson. Furthermore, with the struggle that faced by all of the students such us sleep and go out from the class, the students need something new that can apply in the class. Using memrise application in for teaching learning process is suitable for the learner with projector tools as a connector. The projector was helping the students memorizing vocabulary easily, enjoy and spirit. So, the teacher should use the interesting way while in the class.

2. For Other Researcher

The researcher suggested for the further researchers that interest for using memrise application in their research for improving students' vocabulary or speaking skill can added this research as the reference of them in teaching learning process. It could make the teaching and learning process more interesting, enjoy, and effective. Students can memorize the vocabularies clearly and fast. It can also use for all of the level of study and depend on the students' need and situation.



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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Alur Tujuan Pembelajaran (ATP)

Capaian Pembelajaran (CP):

Peserta didik mampu memahami, menginterpretasi, dan menanggapi teks recount secara lisan dan tulis, serta menyajikan teks recount berdasarkan pengalaman pribadi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan.

Elemen:

- Menyimak
- Membaca dan Memirsa
- Menulis
- Berbicara dan Mempresentasikan

Alur Tujuan Pembelajaran:

1. Peserta didik membaca dan mengamati contoh recount text untuk mengidentifikasi struktur, kosakata, dan bentuk past tense.
2. Peserta didik berdiskusi mengenai fungsi sosial dan konteks recount text terkait kebersihan lingkungan.
3. Peserta didik menggunakan aplikasi Memrise untuk memahami dan menguasai kosakata relevan.
4. Peserta didik menulis teks recount pendek berdasarkan pengalaman pribadi.
5. Peserta didik menyampaikan recount text secara lisan dalam forum kelas.
6. Peserta didik menyelesaikan evaluasi post-test untuk mengukur pemahaman tentang recount text dan penggunaan kosakata.

Model Pembelajaran: Blended Learning

Satuan Pendidikan: SMP

Mata Pelajaran: Bahasa Inggris

Kelas/Semester: VIII / Genap

Materi Pokok: Recount Text – No Littering

Alokasi Waktu: 3 Pertemuan @60 menit

Kompetensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli, santun, dan percaya diri

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret dan abstrak

Kompetensi Dasar dan Indikator

KD 3.11 & 4.11:

- Mengidentifikasi bentuk simple past tense dan past continuous.
- Mengidentifikasi kejadian, tempat, dan waktu.
- Menulis teks recount pendek dan sederhana dengan memperhatikan struktur dan unsur kebahasaan.

Tujuan Pembelajaran

Peserta didik mampu:

1. Mengidentifikasi struktur dan unsur kebahasaan dalam teks recount.
2. Menggunakan aplikasi Memrise untuk memperkaya kosa kata recount text.
3. Menulis recount text sederhana terkait pengalaman pribadi.

RPP Pertemuan 1 (60 menit)

Fokus: Pre-test dan Pengenalan Memrise

Kegiatan Pembelajaran

Pendahuluan (10 menit)

- Guru memberi salam dan mengecek kehadiran.
- Apersepsi dan tanya jawab ringan seputar pengalaman liburan dan aplikasi Memrise.

Kegiatan Inti (40 menit)

- Guru menjelaskan recount text singkat dan past tense.
- Siswa mengerjakan pre-test (pemahaman teks & grammar).
- Guru memperkenalkan aplikasi Memrise dan demonstrasi fitur utamanya melalui proyektor.

Penutup (10 menit)

- Guru menyimpulkan pembelajaran.
- Guru memberi motivasi dan instruksi penggunaan Memrise di rumah.
- Doa penutup.

RPP Pertemuan 2 (60 menit)

Fokus: Pengaplikasian Memrise

Kegiatan Pembelajaran

Pendahuluan (5 menit)

- Guru menyapa siswa dan mengulas pelajaran sebelumnya.

Kegiatan Inti (50 menit)

- Siswa membuka dan mengakses Memrise untuk latihan kosakata.
- Guru membimbing aktivitas interaktif dan latihan matching/memori.
- Diskusi makna kosakata dan penggunaannya dalam konteks recount text.
- Siswa membuat kalimat sederhana dengan kosakata yang dipelajari.

Penutup (5 menit)

- Guru merefleksikan kegiatan hari ini.
- Guru memberi tugas lanjutan untuk eksplorasi di aplikasi.
- Doa bersama.



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RPP Pertemuan 3 (60 menit)**Fokus: Penguatan Materi & Post-Test****Kegiatan Pembelajaran****Pendahuluan (10 menit)**

- Guru menyapa siswa dan mempersiapkan alat (proyektor/laptop).
- Siswa mengulas kembali kosakata yang telah dipelajari.

Kegiatan Inti (40 menit)

- Penguatan struktur recount melalui latihan menulis singkat.
- Post-test (pilihan ganda dan menulis singkat recount text).
- Siswa bergiliran menyampaikan recount pendek di depan kelas.

Penutup (10 menit)

- Refleksi dan diskusi hasil belajar.
- Guru memberi penghargaan bagi siswa yang aktif dan hasil terbaik.
- Foto bersama dan doa penutup.

Penilaian

- Pre-test dan post-test (pemahaman recount text dan kosakata)
- Partisipasi aktivitas Memrise
- Hasil penulisan teks recount sederhana
- Presentasi lisan singkat recount text

Sumber Belajar

1. Buku LKS Bahasa Inggris Kelas 8
2. Aplikasi Memrise
3. Proyektor dan laptop
4. Lembar kerja siswa (LKS)

Blueprint for Vocabulary Test Focused on Past Tense (Grade 8)

No	Indicator / Kompetensi	Item No.	Question Type	Number of Items
1	Understanding details in recount text (past events)	1, 3, 4, 6, 7, 9	Multiple choice, comprehension	6
2	Identifying main idea / specific information	2, 5	Multiple choice, comprehension	2
3	Vocabulary understanding (meaning in context)	11, 13, 15	Multiple choice, grammar/past tense	3
4	Recognizing recount text characteristics	12, 14	Multiple choice, text type recognition	2
5	Vocabulary usage in context (fill in the blank)	16, 17, 18, 19, 20	Multiple choice, vocabulary & grammar	5

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3. Where did the writer learn about **history**?

- A. At a beach
- B. At a restaurant
- C. At a park
- D. At a museum

4. When did the writer go to Bali?

- A. Last year
- B. Last weekend
- C. Tomorrow
- D. Next month

A. Choose the correct answer of Multiple Choice Questions

Last weekend, I went to Bali. I stayed at my hotel near the beach. The view from my hotel was very beautiful.

On the second day, I visited a museum. I learned about the history of Bali. It was very interesting.

I had a great holiday!

5. How was the writer's holiday?

- A. Bad
- B. Boring
- C. Great
- D. Tiring

"Last night, I saw an accident near my house. A motorcyclist crashed into a car. He fell and screamed in pain. People quickly called an ambulance. It was an emergency situation"

1. Where did the writer stay?

- A. At my hotel
- B. At school
- C. At a hospital
- D. At a market

2. What was beautiful?

- A. The museum
- B. The beach
- C. The view from the hotel
- D. The food

6. What happened in the story?

- A. The writer helped the motorcyclist.
- B. The writer saw a motorbike crash into a car.
- C. The writer had an accident.
- D. The motorcyclist was not injured

7. Which of the following sentences describes **an emergency situation**?
- A. "The bus arrived on time, and everyone was happy."
 B. "She went to the supermarket to buy some food."
 C. "He was unconscious after falling, so we called an ambulance."
 D. "They watched a movie at the cinema last night."
8. "The old man felt a sharp **pain** in his chest, so his family took him to the hospital."

What does the word "pain" mean in this sentence?

- A. A feeling of happiness
 B. A feeling of discomfort or suffering
 C. A fun experience
 D. A good memory

9. What should you do when you see an emergency like an accident?
- A. Ignore it and walk away.
 B. Take a picture and post it online.
 C. Call for help or an ambulance.
 D. Run away without telling anyone.

10. "Last year, we visited a ____ and saw many tall trees."

What is the correct word to complete the sentence?

- A. Rainforest

- B. Desert
 C. Ocean
 D. City

11. Which sentence is written in past tense?

- A. I go to the beach every weekend.
 B. She will visit her grandma next week.
 C. We watched a movie last night.
 D. He is reading a book

12. Which of the following sentences describes an event in a recount text?

- A. I am feeling tired now.
 B. We went to the amusement park last weekend.
 C. I will study for my exam tomorrow.
 D. He is playing soccer with his friends

13. Which sentence is written in past tense?

- A. I go to the beach every weekend.
 B. She will visit her grandma next week.
 C. We watched a movie last night.
 D. He is reading a book.

14. Recount text usually tells about ...

- A. Future plans
 B. Daily routines
 C. Past experiences

15. Which of the following words is NOT in past tense?

- A. Wrote
- B. Run
- C. Watched
- D. Played

B. Choose the correct answer from the box to complete the sentence properly and correctly!

(pilihlah jawaban yang tepat di dalam kotak untuk melengkapi kalimat di bawah ini dengan baik dan benar).

our tour guide was gone, final, River, Went, the forest

16. Last weekend, my friends and I _____ to the jungle. We wanted to see nature and enjoy the fresh air.
17. We walked to the jungle in the morning. _____ was big and green.
18. We walked toward a waterfall. There was a _____ near us. The water was clear and cold.
19. Suddenly, _____! We looked around, but we could not see him. We felt scared. Then, we followed the river.
20. _____, we saw our tour guide near the waterfall. He was waiting for us. We were happy and laughed together. It was a fun trip!

Good luck

Type of test	: multiple choice
Class	: eight grade
Duration	: 40 minutes

Answer key

1. A

2. C

3. A

4. B

5. C

6. B

7. C

8. B

9. C

10. A

11. C

12. B

13. C

14. C

15. B

16. Went

17. The forest

18. River

19. Our tour guide was gone

20. finally



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Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala Mts Nurul Ihsan Tempeh

Gg. Masjid, Dusun Kebonsari, Tempeh Tengah, Kec. Tempeh, Kabupaten Lumajang,
Jawa Tim

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan,
maka mohon diijinkan mahasiswa berikut :

NIM : 205101060004

Nama : KHOLIFATUL KHOIRO

Semester : Semester sepuluh

Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "IMPROVING
EIGHTH GRADE STUDENTS' VOCABULARY MASTERY THROUGH

MEMRISE: A CLASSROOM ACTION RESEARCH AT MTS NURUL IHSAN
TEMPEH." selama 30 (tiga puluh) hari di lingkungan lembaga wewenang
Bapak/Ibu TOMY UBAIDILLAH, S.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 21 April 2025 an. Dekan,

Wakil Dekan Bidang Akademik,



KHOTIBUL UMAM


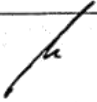
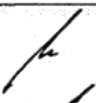


RESEARCHER JOURNAL ACTIVITIES

Name : kholifatul khoiro

NIM : 205101060004

Title : Improving Eighth Grade Students' Vocabulary Mastery Through Memrise: A Classroom Action Research At Mts Nurul Ihsan Tempeh.


Location : MTS Nurul Ihsan Tempeh Lumajang

No	Day /Date	Activities	Initials
1	Wednesday, April 23 2025	The researcher gives a "surat permohonan izin penelitian" to the head master of the school and discuss with English teacher	
2	Thursday, April 24 2025	First meeting, the researcher start to introduction and give a pretest to the students	
3	Wednesday, April 30 2025	Second meeting, the researcher introducing about memrise application to the students, and apply the memrise application.	
4	Thursday, may 1 2025	Third meeting, the researcher reinforces learning using memrise and give posttest.	
5	friday, may 2 2025	The researcher ask dor a letter of research finishing.	

Lumajang, May 3th 2025

The head master of MTS Nurul Ihsan

UNIVERSITAS ISLAM JEMBER
KH ACHMAD MUBDIQ
J E M B E R


Tomy Ubaidillah, S.Pd



IBUL UMAM

**YAYASAN PENDIDIKAN UN RUL IHSAN TEMPEH
MADRASAH TSANAWIYAH NURUL IHSAN**

Berakhlaqul Karimah, Unggul & Kompetitif
"TERAKREDITASI"

NSM : 121235080041 NPSN : 20581423

Belakang Masjid "Darussalam" Telp 0334-520791 Tempeh – Lumajang

SURAT PERYATAAN

Nomor : 030/Kep.V/MTs.NI/IV/2025

Yang bertanda tangan di bawah ini :

Nama : Bustomi Ubaidillah, S.Pd
Jabatan : Kepala Madrasah

Dengan ini menerangkan bahwa

Nama : Kholifatul Khoiro
Nim : 205101060004
Fakultas : Tarbiyah dan Ilmu Keguruan
Program studi : Tadris Bahasa Inggris

Bahwa benar telah melaksanakan penelitian dalam rangka penulisan skripsi yang berjudul :
"IMPROVING EIGHTH GRADE STUDENTS' VOCABULARY MASTERY THROUGH MEMRISE: A CLASSROOM ACTION RESEARCH AT MTS NURUL IHSAN TEMPEH." pada tanggal 21 April 2025 sampai 10 mei 2025, yang bersangkutan telah membahas materi hasil penelitian dengan kami.

Tempeh, 22 April 2025

Kepala Madrasah



Bustomi Ubaidillah, S.Pd

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RESEARCH MATRIX

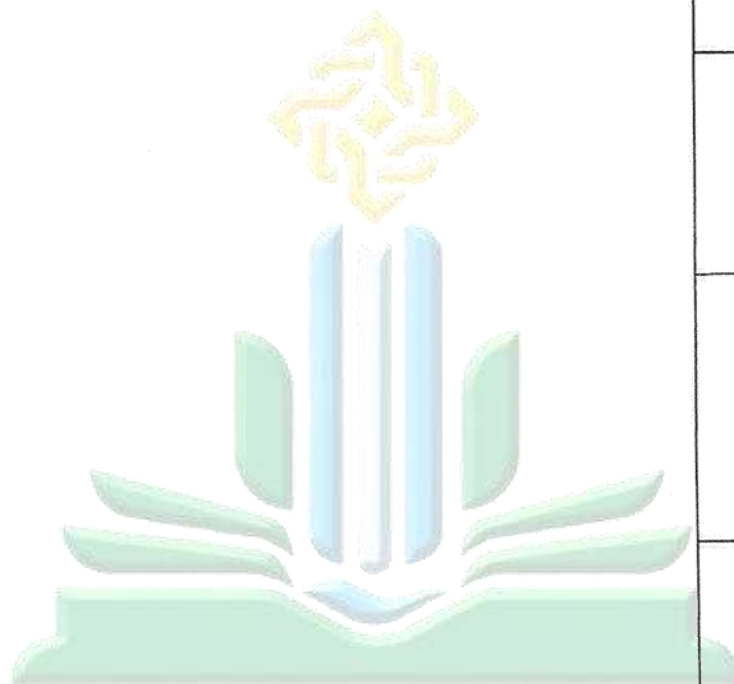
Name: Kholifatul Khoiro

Class: TBI 2

NIM: 205101060004

TITLE	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	RESEARCH QUESTION
Boosting Vocabulary Mastery with Memrise: A Case Study of Eighth Graders at MTS Nurul Ihsan Tempeh	1. The Implementation of Memrise Application	<ul style="list-style-type: none"> The concept of memrise application The rules of memrise application The Types of features in memrise application The advantage of memrise application 	1. English teacher of MTS Nurul Ihsan 2. The head master of MTS Nurul Ihsan 3. The eight grade student of MTS Nurul Ihsan	1. Research design Classroom action research (CAR) adopted from Kemmis & McTaggart 2. Technique of collecting data a. observation b. interview c. test c. document review 3. stage of CAR a. planning b. implementing c. observing d. reflecting 4. validity of data a. content of Validity average score 5. Data analysis $X = \frac{\sum X}{N}$	1. How can Memrise Application improve the Eight grade students' vocabulary mastery at Mts Nurul Ihsan Tempeh?
2. Vocabulary mastery		<ul style="list-style-type: none"> Variety of vocabularies 			

Notes :



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\bar{X} : mean $\sum x$: individual score N : number of students

DECLARATION OF AUTHORSHIP

The individual signing below:

Name : Kholifatul Khoiro
 Place/ Date of Birth : Lumajang, January 19th 2002
 Address : Dusun Kebonan RT04/RW09, Gesang, Tempeh, Lumajang
 Faculty : Education and Teacher Training
 Program : English Education

present the thesis under the title “Improving Eighth Grade Students' Vocabulary Mastery Through Memrise: A Classroom Action Research At Mts Nurul Ihsan Tempeh” This thesis is purely the result of my own work. I did not work together with any previous researchers, nor did I copy or use any part of research that has been published by others. All of the ideas, data, and findings presented here come from my own effort. I am fully responsible for the content and results of this research.

Jember, May 19th 2025

Author

UNIVERSITAS KH ACHMAD SYADIDQ
 JEMBER



Kholifatul Khoiro
 205101060004



This Picture was showed about the researcher interviews with the English teacher of MTS Nurul Ihsan.



This Picture was showed about the researcher interview with a Head Master of MTS Nurul Ihsan.



This picture was about the researcher when took the class as a Teacher



This picture was the researcher give a reward to the best scores students

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PROFIL OF SCHOOL

Madrasah Tsanawiyah Nurul Ihsan Tempeh was established in 1986 by the leadership of the Nurul Ihsan An-Nur Islamic Boarding School in Tempeh, Lumajang. Its founding was driven by the initiative of several key figures within the pesantren. In its early years, the school primarily served students from the local community and santri (boarding students) residing within the pesantren. The school initially offered two types of classes: the Regular Class and the Unggulan (Elite) Class. The Regular Class consisted of students from nearby areas and those staying in the central dormitory, while the Unggulan Class was designated for santri living in the western dormitory. In 2013, the Regular Class was officially discontinued, leaving only the Unggulan Class in operation up to the present day.

Over time, MTs Nurul Ihsan officially gained recognition through Decree No. 121235080041. The institution has also successfully achieved accredited status.

MTs Nurul Ihsan is located behind the Daarussalam Grand Mosque in Tempeh Tengah, within the Tempeh sub-district of Lumajang, East Java. At present, MTs Annuriyyah consists of three grade levels: Grade VII, Grade VIII, and Grade IX. The school facilities include a principal's office, a staff and administration room, a reception area, a library, a central mosque within the pesantren complex, as well as restroom facilities located both inside the office and next to the mosque.

VISION AND MISSIONS OF NURUL IHSAN JUNIOR HIGH SCHOOL

a. Vision

To develop a generation with strong moral character, who successfully complete 12 years of compulsory education, and grow through faith, piety, and knowledge.

b. Missions

1. To instill good behavior in students as a reflection of their understanding of religious values and belief in Allah.
2. To guide students in completing the national 12-year education program.
3. To promote an active, creative, and innovative learning environment for all students

BIODATA



Name : Kholifatul Khoiro
 NIM : 205101060004
 Place, Date of Birth : Lumajang, January 19th 2002
 Prodi : Tadris Bahasa Inggris
 Address : Jl. Lapangan Panguripan RT04/RW09,
 Gesang Kebonan, Tempeh, Lumajang
 Email : lifakhoiro@gmail.com

Educational Background :

1. MI Islamiyah Gesang (2008 – 2014)
2. MTS Nurul Ihsan Tempeh (2014 – 2017)
3. SMA AN-NUR Tempeh (2017 – 2020)