

**THE EFFECTIVENESS OF USING MEMRISE APPLICATION
IN TEACHING PRONUNCIATION AT THE EIGHTH GRADE
OF MTS MA'ARIF AL-ISHLAH BUNGKAL**

THESIS



By

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ABSTRACT

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Pronunciation is the basis for conveying messages in language and one of the most important language components that must be taught to students in English learning process as a foreign language. In the school, if students do not have good pronunciation, students tend to be passive and unable to communicate well. So, in this technology era, the teacher can use interesting and interactive media in teaching pronunciation such as Memrise application that helpful the English learning process to be more effective and fun for the students.

This research relates to the use of the Memrise application in improving students' pronunciation ability. The purpose of this study was to find out whether there were significant differences in students' pronunciation ability between students who were taught using the Memrise application and students who were not taught using the Memrise application at the eighth grade of MTs Ma'arif Al-Ishlah Bungkal.

This research used quantitative research method, with a quasi-experimental research type. Data collection instruments used were tests and documentation. The test instruments used were pre-test and post-test to measure students' pronunciation ability. The population of this research were class VIII students of MTs Ma'arif Al-Ishlah Bungkal in academic year 2022/2023. The researcher used purposive sampling by taking class VIII A and VIII B as samples. Class VIII A consisted of 27 students as control class and class VIII B consisted of 28 students as experimental class.

The results of this research showed that the use of the Memrise application as a media for learning pronunciation can improve students' pronunciation ability. The value of t_{test} between students' pronunciation ability who were taught by Memrise application and those who were not taught by Memrise application was 4,841. The result of computation using t-test formula of 5% signification level was 2,005. The t_{test} was higher than t_{table} , so that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. The results of the data analysis showed that in the experimental group the average pre-test was 67,86 and the post-test was 82,32 while in the control group the pre-test average value was 68.52 and the post-test was 72,59. From these data, it can be seen that the average post-test score of the experimental group is higher than the average post-test value of the control group. Therefore, it can be concluded that there is a significant difference in students' pronunciation ability between students who were taught using the Memrise application and students who were not taught using the Memrise application.

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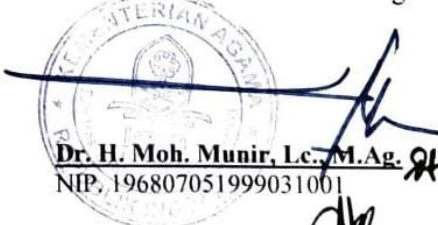
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TABLE OF CONTENTS

COVER	i
ABSTRACK	ii
APPROVAL SHEET	iii
RATIFICATION.....	iv
SURAT PERSETUJUAN PUBLIKASI	v
PERNYATAAN KEASLIAN TULISAN	vi
TABLE OF CONTENTS	vii
LISTS OF TABLES	ix
TABLE OF FIGURES	x
CHAPTER I.....	1
INTRODUCTION	1
A. Background of The Study	1
B. Identification of The Problems.....	4
C. Limitation of The Study	4
D. Statement of The Problems	4
E. Objectives of The Study.....	5
F. Significances of The Study	5
G. Organization of The Thesis.....	5
CHAPTER II.....	9
REVIEW OF RELATED LITERATURE	9
A. Theoretical Background	9
1. Pronunciation.....	9
2. Teaching Pronunciation.....	12
3. Memrise Application	13
B. Previous Research Findings	16
C. Theoretical Framework	21
D. Hypothesis.....	22
CHAPTER III	23
RESEARCH METHODS	23
A. Research Design.....	23

B. Research Setting.....	24
C. Population and Sampel.....	27
D. Research Variables and Operational Definition.....	29
E. Technique and Instrument of Data Collection	30
F. Validity and Reliability	34
G. Technique of Data Analysis	40
CHAPTER IV	45
FINDINGS AND DISCUSSION	45
A. Statistical Description.....	45
B. Inferential Statistics	56
C. Discussion.....	61
CHAPTER V.....	64
CLOSING	64
A. Conclusion	64
B. Recommendation	64
BIBLIOGRAPHY	66
APPENDICES	69
RESEARCH INSTRUMENT	70
LETTER OF PERMISSION TO CONDUCT RESEARCH	120
LETTER OF STATEMENT HAS BEEN CONDUCTED RESEARCH.....	121
SURAT PERNYATAAN KEASLIAN TULISAN	122
CURRICULUM VITAE	123



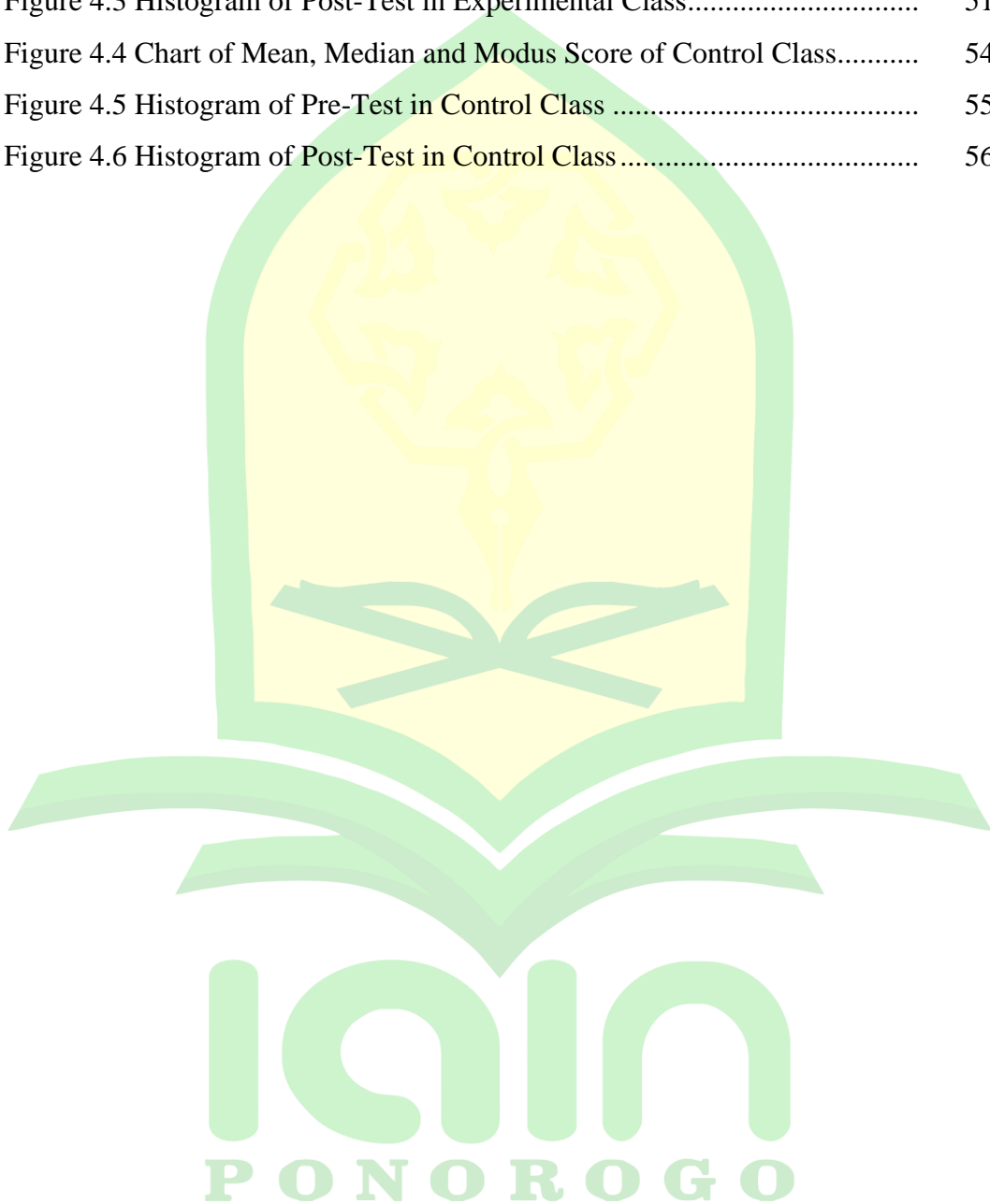
LISTS OF TABLES

Table 2.1 Vowels, Diphtongs and Consonants	10
Table 3.1 Schedule of Experimental Class	25
Table 3.2 Schedule of Control Class.....	26
Table 3.3 The Number of Students	28
Table 3.4 Instrument of Data Collection.....	33
Table 3.5 Validity of Pre-Test.....	36
Table 3.6 Validity of Post-Test	37
Table 3.7 Cronbach's Alpha Level of Reliability	39
Table 3.8 Reliability of Pre-Test.....	39
Table 3.9 Reliability of Post-Test	40
Table 4.1 Score of Experimental Class	48
Table 4.2 Frequency Distribution Pre-Test in Experimental Class.....	49
Table 4.3 Frequency Distribution Post-Test in Experimental Class	50
Table 4.4 Score of Control Class	53
Table 4.5 Frequency Distribution Pre-Test in Control Class.....	54
Table 4.6 Frequency Distribution Post-Test in Control Class	55
Table 4.7 The Result of Normality Test.....	57
Table 4.8 Test of Homogeneity.....	58
Table 4.9 Group Statistic.....	59
Table 4.10 The Result of Independent t Test	59



TABLE OF FIGURES

Figure 2.1 The English Vowel Chart	11
Figure 4.1 Chart of Mean, Median and Modus Score of Experimental Class .	49
Figure 4.2 Histogram of Pre-Test in Experimental Class	50
Figure 4.3 Histogram of Post-Test in Experimental Class.....	51
Figure 4.4 Chart of Mean, Median and Modus Score of Control Class.....	54
Figure 4.5 Histogram of Pre-Test in Control Class	55
Figure 4.6 Histogram of Post-Test in Control Class	56



CHAPTER 1

INTRODUCTION

A. Background of Study

Language has an important role for human life from the past until now, by using language people can express their emotions, thoughts and desires. Language is used to interact with other people, to make them understand what we want to convey. English is the most widely used language in the world because it has become an international language. These days, English is considered as a language that can give you access to the world.¹ Generally, people will speak English when they meet other people from different countries. Many people want to learn English so they can have a better life opportunity, visit a country they like, develop a business, work abroad, and so on. Know the importance of using English, many countries have set English as a compulsory subject in schools.

In using language, generally people will use two ways, by writing or speaking. Rao stated that the most crucial skill to develop when learning a foreign language is speaking. Speaking is considered to be the most crucial of the four essential language abilities for learning foreign language.² Speaking is the capacity for talking. Speaking to convey a message to the other person or to be able to talk about anything in a language that a listener can understand.³ Speaking refers to a person's ability to create sounds with

¹ Michella Maxom, "Teaching English as a Foreign Language for Dummies", 2009.

² P. S Rao, "The Importance of Speaking Skills in English Classrooms," *Alford Council of International English & Literature Journal* 2, no. 2 (2019): 6–18, www.acielj.com.

³ AYU ASYURA., "The Use of Interactive Multimedia in Teaching Speaking," 2018.

meaning and that other people can understand in order to establish effective communication.⁴ In speaking, the speaker needs to do good pronunciation so that the person being spoken to can understand what is meant. Pronunciation plays a very important role in speaking because if the speaker uses the wrong pronunciation, it will be difficult for the listener to understand what is being said. However, many students experience difficulties in the speaking section of learning English, It cannot be denied that the role of the mother tongue as one of the main sources of influence and the main factor in the perception of a foreign accent. Someone with good pronunciation can communicate effectively with others. Therefore, students should be taught pronunciation as early as possible.⁵

Based on the field conditions that occurred at MTS Ma'arif Al-Ishlah Bungkal, the difficulties experienced included difficulty in pronouncing. The English teachers of this school used traditional learning techniques. The teacher provides learning based on the guidebook without paying attention to students' learning interests. This makes students lack demand and enthusiasm in learning English and find it difficult to understand the material explained by the teacher. Meanwhile, teaching can be summed up as interaction with students that enables their comprehension and application of facts, ideas, and procedures. It consists of design, content

⁴ Ni Putu Lindawati and Ni Komang Purwaningsih, "Role-Playing Technique for Improving Students Speaking Ability in the Simple Past Tense," *English Language in Focus* 4 (2019): 11–24.

⁵ Astina, 'The Analysis of Teaching English Pronunciation at Young Learners at SD Negeri 82 Parepare' (Thesis IAIN Parepare, 2020)

choice, delivery, evaluation, and reflection.⁶ Therefore, it is necessary for teachers to pay more attention to student understanding during learning.

Students experience difficulties in learning English, especially in pronouncing. Base on the result of interview that has been carried out by the researcher, students of MTS Ma'arif Al-Ishlah Bungkal said that the factors that makes it difficult for students to speak is because English pronunciation is difficult. As it is known that English pronunciation is much different from Indonesian pronunciation. The teacher conveys learning English just like any other learning. Meanwhile, learning English is more difficult to understand. This makes it difficult for students to understand and practice English in class. Teachers certainly need a more interesting and effective way of delivering learning material. There are many ways that can be used to improve students' abilities, one of which is by using learning media.

The learning methods and media used are less attractive so that students experience a lack of interest in learning English. Therefore, the researcher decided to use the application as a learning medium which is expected to attract students' attention and improve students' pronunciation. The Memrise application is an application that has many learning features that make it easier for students to learn English, especially learning pronunciation by listening audio and video features by native speakers. More than 2.5 million people have used Memrise to study 4000 different

⁶ Rodiatam Mutmainnah, "The Use of Memrise Application in Teaching Speaking Skill : A Case Study Of 7th Grade Students of SMPN 1 Mandalawangi" 2, no. 1 (2022): 488–92.

languages during the past four years.⁷ The availability of a lot of material and the repetition of vocabulary by native speakers make it easier for students to learn English, especially to improve their pronunciation. This application also provides a guide for pronunciation to make the process of practicing pronunciation easier.

Memrise Application can help teachers teach in a more interesting way, because the use of flash cards and mnemonic techniques can facilitate teaching and memorizing foreign languages.⁸ Memrise helps students become familiar with lots of phrases and vocabulary. This application uses memes in vocabulary learning. The use of memes in this application is very useful when used in learning. The use of memes keeps students engaged and entertained even though they use repetition of each vocabulary word. This can help students learn better. This is because memes often use unique and entertaining associations with the vocabulary being studied. This helps students improve their accuracy and speed of remembering. Memrise application also features sound and video from native speakers so that students can hear and practice directly how to pronounce the vocabulary they are studying. Knowing how to pronounce correctly make students more confident in speaking English.

⁷ Juniharma Dewi Dalimunthe, "The Effect of Using Memrise Application on Students Vocabulary Mastery," no. 2012 (n.d.), <https://www.ptonline.com/articles/how-to-get-better-mfi-results>.

⁸ Fadilah, "The Effect of Memrise on Students' Vocabulary Mastery in SMA Ar-Raudhah," 2021.

B. Identification of the Problem

In this school, students' speaking skills are still lacking. Students experience difficulty in pronouncing English because they are not used to hearing or practicing it in class. English pronunciation which is very different from Indonesian pronunciation makes students experience difficulties in speaking. Teachers need to present interesting and effective learning in order to improve students' pronunciation. In this situation, the use of the application can be used as a learning media in class to make students more familiar with speaking English.

C. Limitation of the Study

This research focuses on the effectiveness of using Memrise application to in teaching pronunciation at the eighth grade of MTS Ma'arif Al-Ishlah Bungkal. The research population was all the eighth grade students in the 2022/2023 MTS Ma'arif Al-Ishlah Bungkal academic year, and the samples used as research objects were students in class VIII A and VIII B. The sample collection technique used purposive sampling. Data collection will be carried out through test and documentation. The experimental group was taught using the Memrise application as learning media.

D. Statement of the Problem

The researcher explores the particular difficulties in the manner described below, based on the background of the problem:

Is there any significant difference in the students' pronunciation ability between students who are taught using Memrise application and those who

are not taught using Memrise application at grade VIII of MTs Ma'arif Al-Ishlah Bungkal?

E. Objectives of the Research

Based on the statements of the problem, the objectives of this study was to find out the significant difference in the students' pronunciation ability between those who are taught using Memrise application and those who are not taught using Memrise application at grade VIII of MTs Ma'arif Al-Ishlah Bungkal.

F. The Significances of the Research

1. The result of this research is expected to benefit grade VIII MTs Ma'arif Al-Ishlah Bungkal by assisting them in improving their pronunciation through the use of the Memrise application.
2. The result of this research is expected to benefit teachers by assisting them in developing effective and enjoyable learning strategies, as well as increasing academic competence and interaction between teachers and students.
3. The result of this research is expected to be beneficial for future researchers in terms of gaining some information that may be required for them to complete their research and possibly answering their question.

G. Organization of the Thesis

This research's report is organized as follows:

- Chapter I : Introduction

In this chapter explains the background of the study, identification of the problem, limitation of the problem, statement of the problem, objective of the research, and the significances of the research.

- Chapter II : Review of Related Literature

In this chapter explain about theoretical background, previous research findings, theoretical framework, and hypothesis.

- Chapter III : Research Method

The research methodology consists of research design, research setting, population and sample, operational definition of research variables, technique and instrument of data collection, validity and reliability, data analysis.

- Chapter IV : Research Result

It contains research location, data analysis and discussion of the result students' pronunciation at the eighth grade of MTs Ma'arif Al-Ishlah Bungkal.

- Chapter V : Closing

It covers conclusion and suggestion. This section helps the reader easier to understand the conclusions of this research.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Background

1. Pronunciation

a) Definition of Pronunciation

Pronunciation is the basis for conveying messages in language, pronouncing words and their combinations into grammatical units and discourse, as well as projecting various aspects of social and contextual meaning.⁹ Jonas stated that pronunciation is one of the most challenging abilities for students to master and one of the most crucial for successful spoken communication.¹⁰ When we talk, pronunciation refers to the way we make the sounds that give our words meaning. It contains a language's specific consonants and vowels (called segments), as well as features of speech that go beyond the level of individual segments, like stress, time, rhythm, intonation, and phrasing, as well as how the voice is projected (voice quality).¹¹

⁹ Martha Pennington and Pamela Rogerson-Revell, *English Pronunciation Teaching and Research: Contemporary Perspectives*, Palgrave Macmillan: 2019.

¹⁰ Jonas Fouz-Gonzalez, *Trends and Directions in Computer-Assisted Pronunciation Training, Investigating English Pronunciation: Trends and Directions*, 2015, https://doi.org/10.1057/9781137509437_14.

¹¹ Lynda. Yates and Beth. Zielinski, *Give It a Go: Teaching Pronunciation to Adults*, 2009.

b) Features of Pronunciation

1) Consonants

Consonant sounds can either have a voice or not.

There are numerous pairs of consonants that are nearly identical except for the voicing component. The table below includes English phonemes and provides a sample word for each one.¹²

Table 2.1

Vowels, Diphthongs and Consonants

Vowels		Diphthongs		Consonants			
i:	bead	aɪ	cake	p	pin	s	sun
ɪ	hit	ɔɪ	toy	b	bin	z	zoo
ʊ	book	aɪ	high	t	to	ʃ	she
u:	food	iə	beer	d	do	ʒ	measure
e	left	ʊə	fewer	k	key	h	hat
ə	ago	eə	air	g	go	m	man
ɜ:	her	əʊ	so	tʃ	chair	n	no
ɔ:	saw	aʊ	now	dʒ	judge	ŋ	sing
æ	hat			f	four	l	look
ʌ	but			v	very	r	red
ɑ:	far			θ	think	j	yes
ɒ	dog			ð	that	w	want

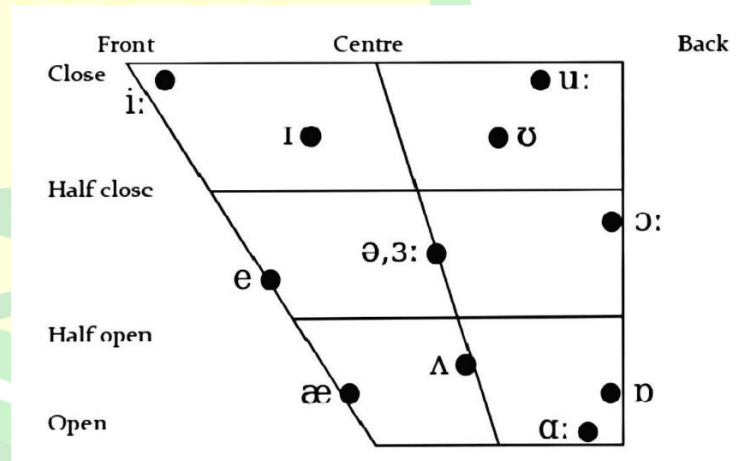
¹² Gerald Kelly, "How to Teach Pronunciation," 2001.

2) Vowels

Vowels are produced when the vibrating vocal cords in the larynx vocalize a stream of air, after which they are shaped by the tongue and lips to change the overall shape of the mouth. Tongue position is a useful reference point for illustrating the differences between vowels and these are summarized in the chart below.¹³

Chart 2.1

The English Vowel Chart



c) The Importance of Pronunciation

Pronunciation has a very important role in language use, especially in speaking. Pronunciation can affect the meaning of word. It does not matter how strong a learner's vocabulary or grammar is if no one can understand them when they speak, which is why pronunciation is important. Speakers who use good pronunciation will still be understood even if

¹³ Gerald Kelly.

they make mistakes in other fields. Conversely, if speakers use poor pronunciation, they will be difficult to understand even if they already use perfect vocabulary and grammar.¹⁴

Why it is important to address pronunciation in the classroom can be determined by considering learners' pronunciation problems and how they can hinder effective communication.¹⁵

2. Teaching Pronunciation

Teaching pronunciation is not about 'correcting faults', but rather should be looked of as 'teaching how to speak'. The goal is to give students role models and increase their awareness of how English sounds so they can pronounce it correctly on their own, both during practice sessions and in everyday situations outside of the classroom.¹⁶ The teacher's role in learning pronunciation is to help students understand sounds. Learners will have a strong tendency to hear English sounds in relation to the sounds of their mother tongue. Teachers also need to provide feedback to students by telling students how they are doing. However, in the end success in pronunciation will still depend on how much effort is put in by the learner.¹⁷

Pronunciation teaching helps learners to understand and decode the flow of speech in the same way as native speakers of the

¹⁴ Yates and Zielinski, *Give It a Go: Teaching Pronunciation to Adults*.

¹⁵ Gerald Kelly, "How to Teach Pronunciation."

¹⁶ Yates and Zielinski, *Give It a Go: Teaching Pronunciation to Adults*.

¹⁷ Joanne Kenworthy, "Teaching English Pronunciation," 1987.

language.¹⁸ It should be stated right away that the goal of pronunciation improvement is not to achieve a perfect imitation of a native accent, but rather to get the learner to pronounce accurately enough to be comfortably and easily understandable to other (competent) speakers. "Perfect" accents in a foreign language are difficult, if not impossible, for most people to achieve and may not even be desirable. Many people, even if unconsciously, believe that keeping a slight mother-tongue accent as a representation of their own or ethnic identity is essential. This feeling should be respected.¹⁹

3. Memrise Application

Memrise is an educational application that helps students master a language by combining flashcards and mnemonics techniques to teach foreign languages and memorize information from other disciplines, such as English, mathematics, law, or geography.²⁰ Memrise Application was founded by Greg Detre and Ben Whately, a Princeton neurologist specializing in the science of memory and forgetting, and Ed Cooke, a Grand Master of Memory.²¹ This application was founded in 2010. Memrise can be

¹⁸ Runhan Zhang and Zhou Min Yuan, "Examining the Effects of Explicit Pronunciation Instruction on the Development of L2 Pronunciation," *Studies in Second Language Acquisition* 42, no. 4 (2020): 905-18.

¹⁹ Penny Ur, *A Course in Language Teaching: Practice and Theory*, 1st ed. (U.K.: Cambridge University Press, 1996).

²⁰ Fadhilah Santri, "The Effectiveness of Memrise Application to Upgrade Students' Vocabulary Mastery at the Second Grade of MA DDI Kanang", 2020.

²¹ Clara Herlina Karjo and Wiwik Andreani, "Learning Foreign Languages with Duolingo and Memrise," *ACM International Conference Proceeding Series*, no. 45 (2018): 109–12, <https://doi.org/10.1145/3231848.3231871>.

accessed via Android or IOS. Memrise is a free application that can be downloaded on the Google Play Store and can be accessed through the website www.memrise.com.

Memrise is an online learning platform or website. Memrise combines a variety of methods to make online learning appealing and innovative. Memrise has numerous features that students can use.²² This app provides courses not only for English, but also for many other languages such as Korean, Chinese, Japanese, Dutch, French, Spanish, Italian, German, Portuguese, Russian, Swedish, Norwegian, Poland, Turkey, Denmark, Iceland, Mongolian Khalkha (Mongolia), and Slovenia. This application provides features such as native speaker videos, sound, wording, and multiple-choice questions. Users can choose the vocabulary material to be studied according to the available course options. Each course will feature vocabulary learning that is repeated using a variety of different features to make it easier for students to remember each vocabulary from its meaning, pronunciation and writing.

Memrise employs spaced repetition to teach vocabulary. It has a number of vocabularies that are divided into several themes. The pupils received assistance in comprehending how words function both orally and in writing. The emphasis is on useful vocabulary.

²² Melati and Herlina, "Optimizing EIL Using 'Memrise' As A Builder Students' Vocabularies," *Edu-Ling: Journal of English Education and Linguistics* 3, no. 1 (2019): 190, <https://doi.org/10.32663/edu-ling.v3i1.1315>.

Words that learners can grasp, pronounce correctly, and use effectively in speaking and writing are known as productive vocabulary. The pupils would be able to comprehend the meaning of specific words, how to pronounce them correctly (speaking), as well as how to write and use them in a sentence (writing).

Memrise is an enhanced language acquisition program with short, high-quality videos of native speakers demonstrating the pronunciation and context of words or phrases to learners.²³ Memrise gives its contributors the option to enhance the course material with audio clips that show how to pronounce the words and phrases being taught.²⁴ Memrise users would benefit from an oral production activity with feedback to encourage learners' pronunciation.²⁵

The procedures of using Memrise application:

- a) Download Memrise application in the mobile phone on Google Play Store.
- b) After the application is installed, the user can choose the language he wants to learn and the stages of the level.
- c) Then before being able to use the Memrise application, users must register first, can use a Facebook account or Google account.

²³ Pass, Emma. *The Hybrid Teacher: Using Technology to Teach In Person and Online*. Britania Raya: Wiley, 2021.

²⁴ Aleksandra Łuczak, "Using Memrise in Legal English Teaching," *Studies in Logic, Grammar and Rhetoric* 49, no. 1 (2017): 141–52, <https://doi.org/10.1515/slgr-2017-0009>.

²⁵ Xiaomeng Zhang, "Learning Technology Review: Memrise," *CALICO Journal* 36, no. 2 (2019): 152–61, <https://doi.org/10.1558/cj.37857>.

- d) Users can log in after their account is available. Students can begin using Memrise Application by selecting one of the existing courses.
- e) To start the lesson, students have to click on the ‘Mulai Belajar’ then wait a while, after this application will display several features for each level and students click the middle button after understanding the material displayed.
- f) The course is containing audio and video from native speakers to help students improve their pronunciation ability.

B. Previous Research Findings

Before the researcher conducts the research, the researcher examines other studies to find out whether there are similar studies or not. Previous research on student perceptions has been carried out by several researchers.

The first, this research is arranged by Fadhilah Santri entitled “*The Effectiveness of Memrise Application to Upgrade Students’ Vocabulary Mastery at the Second Grade of MA DDI Kanang*”. This study explores the use of the Memrise application in teaching vocabulary to senior high school students. This study aimed to find out whether the students vocabulary mastery improved or not by using Memrise application and to know how the students’ response to Memrise application as media in teaching and learning vocabulary. This research was quantitative research that used a Pre-Experimental design with one group pre-test and post-test. In this research, the researcher used test and questionnaire

to collect the data. The subject in this research were the second grade of MA DDI Kanang. The research findings show that students experience a significant increase in vocabulary skills and students feel excited and more interested in learning English after learning vocabulary through Memrise application.²⁶

The similarities between the previous study and the current research are that they both use quantitative research and the two studies also examined the effectiveness of using the Memrise application in learning English. Then for the differences, the previous study aimed to find out the effectiveness of using the Memrise application to improve students' listening skills, while the current research aims to find out the effectiveness of using the Memrise application to improve students' pronunciation. This study used pre-experimental design, while the current study use quasi experimental design.

The second, was conducted by Mirdad entitled "*Students Perception of Memrise App Use in Learning Vocabulary*". This study aimed to investigate the students' perceptions of Memrise app use in learning vocabulary. This research was qualitative research. The population in this research consisted of 20 university students with non-English major students at IAIN Kendari. The results of the research showed that the students' perceived benefits in learning vocabulary with the Memrise

²⁶ Fadhilah Santri, "The Effectiveness of Memrise Application to Upgrade Students' Vocabulary Mastery at the Second Grade of MA DDI Kanang" 2020.

application increased positively. Students also feel entertained in learning vocabulary because learning is like playing game.²⁷

The similarity of the previous study with the current research is regarding the variable equation, which is the use of the Memrise application. While the differences, the previous study used qualitative method, while the current research use quantitative research. The previous study aimed to determine students' perceptions of using the Memrise application in learning vocabulary, while the current research aims to find out the effectiveness of using the Memrise application to improve students' pronunciation.

The third, was conducted by Putri Annisa Zulhatiar entitled “*The Effect of Using Memrise Application as Digital Media Skill for Students’ Vocabulary Enrichment at Eight Grade Student*”. The purpose of this study is to improve students' understanding and knowledge through the use of the Memrise application. This research was quantitative research. The method in this research used pre-test and post-test as data collection instruments. The population in this research is the eight grade students of SMP Dharma Pancasila Medan consisted of 60 students in 2 parallel classes. The result of the research showed that there was the effect of using memrise application as digital media skill for students’ vocabulary enrichment at eighth grade student.²⁸

²⁷ Mirdad, “Students’ Perceptions of Memrise App Use in Learning Vocabulary,” 2022.

²⁸ Putri Annisa Zulhantiar, "THE EFFECT OF USING MEMRISE APPLICATION AS DIGITAL MEDIA SKILL FOR STUDENTS' VOCABULARY ENRICHMENT AT EIGHT GRADE STUDENT" 2022.

The similarities between previous study and current research are that both of them used quantitative research and both analyzed the effects of using the Memrise application in learning English. For the difference, the previous study aimed to improve students' understanding and knowledge through the use of the Memrise application, while the current research aims to find out the effectiveness of using the Memrise application to improve students' pronunciation.

The fourth, was conducted by Nirwana entitled "*The Use Memrise Application to Improve Students' Listening Skill*". This research aimed to find out the use of Memrise Application in improving students' listening skill through vocabulary. This research was quantitative research. This research applied the pre-experimental design, which took one class pre-test and post-test. The sample of this research consisted of 25 students of the eight class in SMPN 3 Bungoro. The results of the study showed an increase in students' listening skills through vocabulary after using the Memrise application in learning English.²⁹

The similarity between the previous study and the current research is that both of them used quantitative research and both analyzed the use of the Memrise application in learning English. While the differences, the previous study aimed to find out the use of Memrise Application in improving students' listening skill through vocabulary, while the current research aims to find out the effectiveness of using the Memrise

²⁹ Nirwana, "The Use of Memrise Application to Improve Students' Listening Skill, (2022): 2003–5, <https://www.who.int/news-room/fact-sheets/detail/autism-spectrum-disorders>.

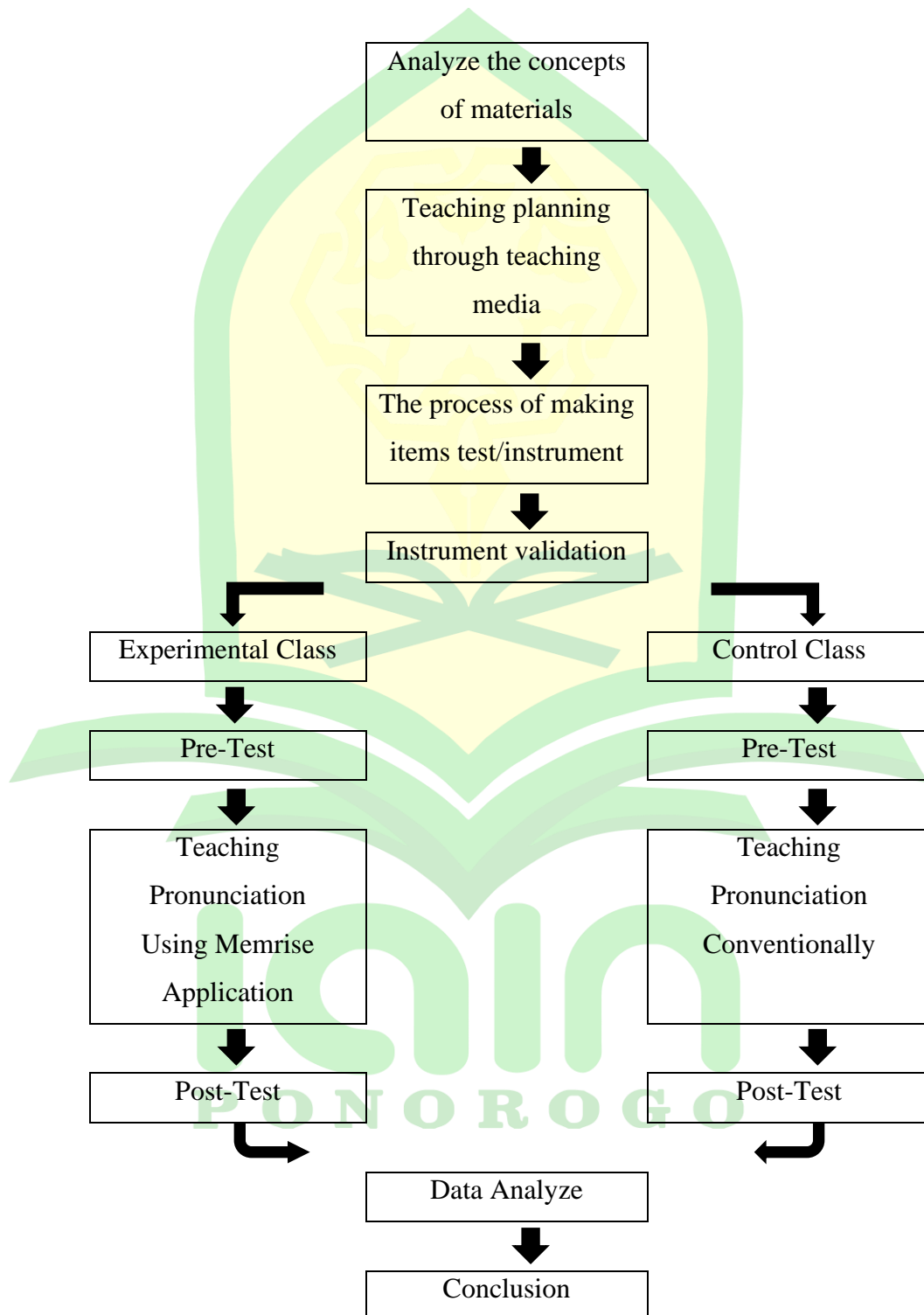
application to improve students' pronunciation. The previous study used pre-experimental design, while the current study use quasi experimental design.

The fifth, was conducted by Dela Triana entitled “*The Effectiveness of Using Memrise Application Toward the Students’ Phrasal Verbs Mastery of the First Grade at SMAN 1 Gondang Tulungagung*”. This research aimed to investigate the effectiveness of using Memrise application on the students’ phrasal verbs mastery. Research design of this study was Quasi-experimental with quantitative approach. The population of this study was the students of the first grade at SMAN 1 Gondang Tulungagung, the sample of this study were X MIPA 1 as control group and X MIPA 3 as experimental group. The result of this research showed that that Memrise application more effective, interesting and innovative than traditional methods of teaching English phrasal verb learning. This is to make students more fun, enjoyable, more enthusiastic and motivated in the lesson learning process.

The similarities between the previous study and current research are that both use quasi-experimental research with quantitative research. The two studies also examined the effectiveness of using the Memrise application for students in learning English. While difference is the previous study aimed to find out the effectiveness of the Memrise application toward students' phrasal verbs mastery, while the current research aims to find out the effectiveness of using the Memrise application to improve students' pronunciation.

C. Theoretical Framework

The concept framework of this research is described as follow:



At this stage the researcher applied a theoretical framework using the Memrise application in learning pronunciation in the eighth grade of MTS Ma'arif Al-Ishlah Bungkal. The researcher applied pre-test, treatment and post-test.

D. Hypothesis

The hypothesis of the result study is formulated as follows:

1. H_0 :

There is no significant different in students' pronunciation between those who are taught using Memrise application and those who are not taught using Memrise application.

2. H_1 :

There is significant different in students' pronunciation between those who are taught using Memrise application and those who are not taught using Memrise application.



CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used quantitative research method. Quantitative research is an approach that tests objective theories by examining relationships between variables. These variables can then usually be measured with instruments, so statistical techniques can be used to analyze the numbered data. In quantitative research, hypotheses are frequently put to the test to see if they can explain the results of the research questions. In quantitative research, hypotheses are frequently put to the test to see if they can explain the results of the research questions.³⁰ The researcher was applied a quasi-experimental design with non-randomize or non-equivalent pre-test and post-test. The quasi-experimental design has the advantage of utilizing existing groups in educational settings, this introduces many threats that need to be addressed by researchers in experimental design.³¹

In this research, there were two groups as research subjects, namely the experimental group and the control group. The two groups will conduct a pre-test to determine their initial level of pronunciation ability before being given treatment using the Memrise application. After carrying out the pre-test, the experimental group will receive pronunciation learning treatment using the Memrise application. While the control group will

³⁰ John W. Creswell, "Research Design: Qualitative, Quantitative, and Mixed Methods Approaches", fourth edition, (SAGE Publications. Inc., 2014).

³¹ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 5th ed. (Boston: Pearson, 2012).

receive learning without using treatment. After the treatment is complete, the experimental group and the treatment group will carry out a post-test to determine the effectiveness of using the Memrise application in improving students' pronunciation.

According to Cohen et al., the quasi-experimental design used in educational research can be present as follows:³²

Group A O1----- X ----- O2

Group B O3----- O4

Information:

O1 : pre-test of experimental group

O2 : post-test of experimental group

O3 : pre-test of control group

O4 : post-test of control group

X : treatment

B. Research Setting and Schedule

1. Research Setting

This research took place at MTs Ma'arif Al-Ishlah Bungkal. It is located at Kalisat, Bungkal, Ponorogo, East Java. The researcher taken grade VIII students as the population, and class VIII A and VIII B students as the sample. The researcher chose MTs Ma'arif Al-Ishlah as the object of research because at this school the researcher found that students had difficulty pronouncing in English, the lack of students' pronunciation skills causes a lack of confidence and enthusiasm in

³² Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education*, 6th ed (London ; Newyork: Routledge, 2007) 283.

learning English. The teachers need to implement interesting learning in English classes especially in improving students' pronunciation, so the researcher was interested in conducting this research to find out the effectiveness of using the Memrise application in improving students' pronunciation.

2. Research Schedule

There were 4 meetings in the experimental group. The schedule can be seen as follows:

Table 3.1
Schedule of Experimental Class

Date	Activity
April, 3 th 2023	Pre-Test
April, 4 th 2023	First Treatment
May, 2 th 2023	Second Treatment
May, 4 th 2023	Post-Test

In the first meeting in the experimental class, the researcher conducted a pre-test. First of all, the researcher showed a test sheet in the form of a list of words and one short paragraph. Then, one by one students are asked to read it aloud according to the pronunciation they know. Next, the researcher will examine the score of the pre-test results.

In the second meeting, the researcher explained the learning mechanism that would be carried out using the Memrise application as a learning media. Researchers asked students to download the Memrise application on the Google Play Store and then open it. Students are asked to observe and study the material contained in the Memrise application regarding "Past Vacation". After that, students were asked to read the words displayed by the researcher according to the pronunciation they had learned in the Memrise application.

In the third meeting, the schedule was same as in the second meeting, the researcher also used Memrise application as learning media.

In the fourth meeting, the researcher conducted a post-test to take the final score. The researcher gave the same instructions as the first meeting with different words and paragraph.

There were 4 meetings in the control class. The schedule can be seen in the following table:

Table 3.2
Schedule of Control Class

Date	Activity
March, 30 th 2023	Pre-Test
April, 3 th 2023	Second Meeting (No Treatment)
April, 6 th 2023	Third Meeting (No Treatment)
May, 4 th 2023	Post-Test

In the first meeting, the control class was the same as the experimental class, namely conducting a pre-test. The pre-test sheet is also the same, namely by reading the list of words and short paragraphs aloud. Then the researcher assessed the results of the pre-test.

In the second meeting, the researcher applied conventional learning according to the material "When I was Child" in Chapter 4. There was no treatment using the Memrise application.

In the third meeting, the schedule is the same as the second meeting, namely applying conventional learning without applying treatment using the Memrise application.

In the fourth meeting, the researcher conducted a pot-test by reading the word lists and short paragraphs just like in the experimental class.

C. Population and Sample

1. Population

According to Creswell, the population is a group of people who share one characteristic that sets them apart from other groups.³³ The population of this research was the grade VIII students of MTS Ma'arif Al-Ishlah Bungkal academic year 2022/2023. The researcher chose eighth graders as the population based on the consideration that eighth graders had received English lessons in seventh grade so that students did not feel foreign to English so that researchers could apply more

³³ Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 2012.

direct learning so that students' English skills were more mature. Therefore, researchers are interested in exploring their abilities in learning English, especially in pronunciation. The population of this research included all students of class VIII MTs Ma'arif Al-Ishlah Bungal which were divided into 3 classes, those are VIII A, VIII B and VIII C.

Table 3.3

The Number of the Students at Eighth Grade of MTs Ma'arif Al-Ishlah Bungal in 2022/2023 Academic Year

No.	Class	Number of Students
1.	VIII A	27
2.	VIII B	28
3.	VIII C	28
Total		83

Source: The data of students at Eighth Grade of MTs Ma'arif Al-Ishlah Bungal

2. Sample

According to Praphat and Meenu, Sample is selecting a certain number of subjects to serve as a sample of a larger population.³⁴ According to Creswell, the sample is a group of research participants selected from the population that the researcher generalizes to the target population. While the dependent variable is an attribute or characteristic

³⁴Praphat Pandey and Meenu Mishra Pandey, *Research Methodology: Tools and Techniques*, vol. 6, 2015, https://doi.org/10.1007/978-3-319-06599-1_5.

that is influenced by the independent variable. The dependent variable is dependent or influenced by the independent variable.³⁵

In this research, the researcher used a purposive sampling technique to determine the sample. Leavy stated that purposive sampling is a strategic approach to sampling that involves the use of any strategy. It is based on the assumption that finding the best cases for research will produce the best data and that the research finding is an exact result of the case sampled.³⁶ So, class VIII B consisted of 28 students selected to be the experimental group, while class VIII A consisted of 27 students selected as the control group. The researcher chose the cases involved in the sample based on the teacher's assessment of the ability possessed. In this way, the researcher constructs the research sample that meets specific needs. As the name suggests, the research sample had selected for a purpose.

D. Research Variables and Operational Definition

In this research uses two variables such as independent variable and dependent variable. According to Creswell, independent variable is an attributes or characteristics that affect the results or the dependent variable and dependent variable is an attribute or characteristic that is influenced by the independent variable.³⁷ The independent variable in this research is Memrise Application, while the dependent variable is students' pronunciation.

³⁵ Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 2012.

³⁶ Patricia Leavy, op. cit, 265

³⁷ Creswell.

a. Memrise Application

Memrise application is a mobile application that has many learning features that can hone speaking skills. Memrise employs flashcards in a similar way to drills, these flashcards have a mnemonic in the form of a short catchy phrase or rhyme.³⁸

b. Pronunciation

Pronunciation is defined as the way speech sounds are formed, how and where stressed words and phrases are placed, and how tone and intonation are used to express our feelings and meanings.³⁹

E. Technique and Instrument of Data Collection

1. Data Collection Technique

The researcher collected the data using test and documentation. The techniques of data collection in this research are:

a. Test

According to Brown, a test, with a focus on the concepts of technique and measuring, is a way to determine a person's aptitude or expertise in a certain field. Tests are devices with clearly defined scoring criteria and are typically meticulously prepared. Tests are planned administrative processes that (almost always) last for allotted time periods and are used to methodically gauge student achievement.⁴⁰ The researcher conducted the test to collect the data.

³⁸ Fadhilah Santri, "The Effectiveness of Memrise Application to Upgrade Students' Vocabulary Mastery at the Second Grade of MA DDI Kanang.", 2020.

³⁹ Jeremy Harmer, "The Practice of English Language Teaching," 2007.

⁴⁰ H Douglas Brown and Heekyeong Lee, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2015.

In this research, the researcher conducted pre-test and post-test as follow:

a. Pre-test

The pre-test aims to find out the students' pronunciation ability before applying Memrise application. In this research, the pre-test is given to determine previous abilities before applying Memrise application. Students must be tested with an oral test consisting of words and sentences in the total of 20 items. Each word is a word commonly used in recount text such as verb 2 and holiday vocabulary. While the sentences are examples of sentences found in recount text. Students are asked to read the words and sentences on the test sheet aloud. The researcher using recording to get the result from students' test. The results of the students' work are referred to as the pre-test value.

b. Post-test

Post-test shows the enrichment of students' pronunciation abilities after being given treatment using the Memrise application. The post-test aims to determine significant differences in students' pronunciation after implementing the Memrise application. Students must be tested with an oral test consisting of words and sentences in the total of 20 items. In the post-test, the type of test is the same as the pre-test but the topic is different. The researcher used the recording again to get the

results of the students' pronunciation in this post-test. The results of student work are used as post-test value.

c. Documentation

Documentation was a tool or instruments for measuring and collecting a quantitative data. Documentary was a type of data collection technique to get the data about things or variable such are book, notes, and transcript.⁴¹ In this research, the researcher needs documentation to support data about students. The researcher used documentation to the object research such as students name list, voice recordings, photos and students' pre-test and post-test scores.

2. Data Collection Instrument

In line with the research objective, namely to find out the relationship between their students' pronunciation mastery in the eighth grade of MTs Ma'arif Al-Ishlah Bungkal, the researcher used an instrument in the form of a pronunciation test. In quantitative data collection, the researcher uses instruments to measure variables in research. An instrument is a tool for measuring, observing, or documenting quantitative data. This instrument consists of specific questions with possible responses that might be the researcher created or developed before conducting the research.⁴² In this research, the researcher used a pre-test and post-test in the form of an oral test. This

⁴¹ James Dean Brown, *Testing in Language Programs* (Upper Saddle River, N.J: Prentice Hall Regents, 2005), 37.

⁴² John W Creswell, *op. cit*, 14.

test was conducted to find out the level of students' pronunciation ability before and after being given treatment and to find out the difference in test results between the experimental class and the control class.

Table 3.4
Instrument of Data Collection

Variables	Indicators	Instrument	Number of Item
Memrise Application (X) (Independent Variable)	<p>1.1 The students pay attention to the teacher's explanation of learning material during the learning process</p> <p>1.2 The teacher asks students to download the Memrise application as a learning media</p> <p>1.3 The students learn how to pronounce English vocabulary through the Memrise application</p> <p>1.4 The students convey the various words they have learned in accordance with the correct pronunciation</p>	Treatment in experimental class	-
Students' Pronunciation (Y)	<p>1.1 The students are able to produce correct vowel utterances</p>	Test	1,2,3,4,5,7,8

Variables	Indicators	Instrument	Number of Item
(Dependent Variable)	1.2 The students are able to produce correct consonant utterances		10,11,14,16,17
	1.3 The students are uses good stress in each word		6, 9, 12, 13,15
	1.4 The students can pronounce the whole text by placing stress on the focus words and other key words all the time		18,19,20

F. Validity and Reability

1. Validity

In quantitative research, one of the main criteria for researching results was validity. Validity means the extent to which inferences made from assessment result are appropriate, meaningful, and useful in terms of the purpose of the assessment. Validity is the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is assumed to measure) matches its proposed use.⁴³ It has described that “Validity is the degree of accuracy between the data that occurred in the object of research with the power that can be reported by researcher.” Actually, the thing that should be valid is the instrument in the research. There was several

⁴³ H. Douglas Brown Priyanvada Abeywickrama, *Language Assessment Principles and Classroom Practices 3rd Edition*, Third (United States: Pearson, 2018), 22.

provisions or aspects validity that should be checked in declaring whether one of test instrument is valid or not. In this research, the researcher used IBM SPSS version 25 to calculate the validity of the data. Here are the steps to calculate data validity:

- a. Enter the test result data into SPSS
- b. Click Analyze > Correlate > Bivariate
- c. Move the variables in the left column to the right column
- d. Click OK

In this research, the researcher used 28 students of class VIII C to test the content validity of the pre-test and post-test. After analyzing the content validity on IBM SPSS version 25, the researcher looked for a r_{table} value with a significance level of 0,05 and the formula is $n - 2 = 26$. The db table shows that the r_{table} is 0,388. So, the criteria for an item are indicated as valid if:

- 1) If $r_{value} > r_{table} = \text{valid}$
- 2) If $r_{value} < r_{table} = \text{invalid}$ ⁴⁴

⁴⁴ Donald Ary et al., *Introduction to Research in Education*, 8th ed. (Belmont: CA, 2010).

Table 3.5**Validity of Pre-test**

Number of Item	r_{value}	r_{table}	Criteria
1	0,521	0,388	Valid
2	0,443	0,388	Valid
3	0,051	0,388	Invalid
4	0,582	0,388	Valid
5	0,458	0,388	Valid
6	0,417	0,388	Valid
7	0,544	0,388	Valid
8	-0,078	0,388	Invalid
9	0,458	0,388	Valid
10	0,194	0,388	Invalid
11	0,407	0,388	Valid
12	0,410	0,388	Valid
13	0,026	0,388	Invalid
14	0,553	0,388	Valid
15	0,456	0,388	Valid
16	0,405	0,388	Valid
17	0,389	0,388	Valid
18	-0,036	0,388	Invalid
19	0,247	0,388	Invalid
20	0,140	0,388	Invalid
21	0,287	0,388	Invalid
22	0,454	0,388	Valid
23	0,547	0,388	Valid
24	0,411	0,388	Valid
25	0,443	0,388	Valid
26	0,542	0,388	Valid
27	0,456	0,388	Valid
28	0,464	0,388	Valid

Based on the results of the validity analysis, researchers can use valid test items as pre-test instruments. Researchers tested 28 instrument items, then found 20 valid items and 8 invalid items. 20 valid items are 1, 2, 4, 5, 7, 9, 10, 11, 12, 14, 15, 16, 17, 22, 23, 24, 25, 28, 29 and 30. Meanwhile, 8 items that are invalid are 3, 6, 8, 13, 18, 19, 20, 21 and 22. These items were declared invalid and could not be

used as research instruments. So, the researcher took 20 items which were declared valid as pre-test assessment instruments in the experimental class and the control class.

Table 3.6

Validity of Post-test

Number of Item	r_{value}	r_{table}	Criteria
1	0,220	0,388	Invalid
2	0,691	0,388	Valid
3	0,582	0,388	Valid
4	0,458	0,388	Valid
5	0,061	0,388	Invalid
6	0,606	0,388	Valid
7	0,195	0,388	Invalid
8	0,435	0,388	Valid
9	0,756	0,388	Valid
10	0,111	0,388	Invalid
11	0,406	0,388	Valid
12	0,416	0,388	Valid
13	0,482	0,388	Valid
14	0,111	0,388	Invalid
15	0,553	0,388	Valid
16	0,494	0,388	Valid
17	0,730	0,388	Valid
18	0,464	0,388	Valid
19	0,018	0,388	Invalid
20	0,406	0,388	Valid
21	0,707	0,388	Valid
22	0,160	0,388	Invalid
23	0,549	0,388	Valid
24	0,195	0,388	Invalid
25	0,494	0,388	Valid
26	0,411	0,388	Valid
27	0,458	0,388	Valid
28	0,567	0,388	Valid

Based on the results of the validity analysis, the researcher can use a valid item test as a post-test instrument. The researcher analyzed 28 instrument items, then found 20 valid items and 8 invalid items. 20 valid items are 2, 3, 4, 6, 8, 9, 11, 12, 13, 15, 16, 17, 18, 20, 21, 23, 25,

26, 27 and 28, while 8 invalid items are 8 items declared invalid and cannot be used as a research instrument. So, the researcher took 20 items which were declared valid as post-test assessment instruments in the experimental class and the control class.

2. Reliability

A reliable test is consistent and dependable. Reliability means that scores from an instrument are stable and consistent. Reliability refers to consistency throughout a series of measurements.⁴⁵ So, reliability test shows the dependable or consistency of the instrument. In this research, the technique of analyze the reliability of instrument used Cronbach Alpha coefficient if the alpha is between 0.70 – 0.90 then the reliability is high, if the alpha is 0.50 – 0.70 then the reliability is moderate, and if $\alpha < 0.50$ then the reliability is low. In this research, the researcher used SPSS 25 version in order to measure the reliability of item of the test. Here are the steps to calculate the reability of data:

- a. Click Analyse > Scale > Reliability Analysis
- b. Move item from left to right > chose model Alpha
- c. Select the variable to be analyzed by moving it to the item column
- d. Click OK

The level of Cronbach's Alpha reliability can be shown in the following table:

⁴⁵ Prabhat Pandey and Meenu Mishra Pandey, *Research Methodology: Tools & Techniques* (New Delhi: Bridge Center, 2015), 21.

Table 3.7

Cronbach's Alpha Level of Reliability⁴⁶

Interval	Criteria
< 0.200	Less Reliable
0.2 – 0.399	Rather Reliable
0.4 – 0.599	Quite Reliable
0.6 – 0.799	Reliable
0.8 – 1.00	Very Reliable

The criteria for items are indicated as reliable if:

- a. If Cronbach's Alpha > 0.70, the item is reliable
- b. If Cronbach's Alpha < 0.70, the item is unreliable⁴⁷

Table 3.8

Reliability of Pre-test

Reliability Statistics	
Cronbach's Alpha	N of Item
.877	20

Based on the results of the reliability pre-test, the Cronbach's Alpha score is 0.877. So, Cronbach's Alpha > 0.70 means that the pre-test instrument is reliable.

⁴⁶ Nikolaus Duli, Metode Penelitian Kuantitatif: Beberapa Konsep Dasar Untuk Penulisan Skripsi & Analisis Data dengan SPSS (Deepublish, 2019) 109.

⁴⁷ Ibid

Table 3.9

Reliability of Post-test

Reliability Statistics	
Cronbach's Alpha	N of Item
.865	20

Based on the results of the reliability pre-test, the Cronbach's Alpha score is 0.865. So, Cronbach's Alpha $>$ 0.70 means that the pre-test instrument is reliable.

G. Technique of Data Analysis

Data analysis is the process of reducing quantitative data to make it easier to understand. The data has been collected by using research instrument to be analyzes. Dealing with research construction, it correlates between two variables and two data that were obtained are interval.

a. Normality test

Normality tests are used to determine if the data are normal. The researcher used the Kolmogorov-Smirnov formula. After calculating the data, and then compare the maximum result of data analysis with Kolmogorov-Smirnov. The calculation of normality test used SPSS 25 version. The 0.05 significance level was used. The steps to calculate the normality test as follows:

- a. Open IBM SPSS Statistics 25.
- b. Input data in the Variable View and Data View. Fill them in carefully to get accurate results.
- c. Click the Analyze menu, then go to Descriptive Statistics, then Explore
- d. In the Explore window, there is a Dependent List column, move the variable you want to test to that column.
- e. Click Plots in the Explore window and check Normality plot with tests.
- f. Click Continue and then click OK

From the results that have appeared., the significance level is made Then, the decision is:

- 1) If the significance value > 0.05 . then the data is in normal distribution.
- 2) If the significance value < 0.05 , then the data is not in normal distribution.⁴⁸

b. Homogeneity test

Since each group in a homogeneous population has a similar variance, the researcher will deal with groups that have the same initial condition. Testing the homogeneity of variance when comparing two or more groups is helpful. In this research, homogeneity test is used to find out whether experimental and control class that are taken from population have same variant or not. In this research, the IBM SPSS

⁴⁸ Nikolaus Duli, op. cit., 114.

Statistics 25 used to carry out the homogeneity test. The Levene's test is examined to determine homogeneity. The steps to calculate the homogeneity test as follows:

- a. Open IBM SPSS Statistics 25.
- b. Input data in the Variable View and Data View Fill them in carefully to get accurate results.
- c. Click Compare Means > One-Way ANOVA.
- d. Enter the variable tested in the Dependent List column
- e. Input the variable that differentiates the groups into the Factor column.
- f. Click Options, then check Homogeneity of variance test
- g. Click OK.

From the results that have appeared, the significance level is made. Then, the decision is:

- 1) If the significance level is 0.05 then the data is homogeneous
- 2) If the significance level is 0.05 then the data is not homogeneous⁴⁹

c. Hypothesis Test

To analyze the data, the researcher used the T-test with independent sample t-test by using SPSS version 25 for windows. Independent sample t-test was is a test used to test the comparison of two independent sample group means.⁵⁰

The steps to calculated independent sample t-test as follows:

⁴⁹ Nuryadi et al., *Dasar-Dasar Statistik Penelitian*, 1st ed. (Yogyakarta: SIBUKU MEDIA, 2017) 93.

⁵⁰ Moch. Bahak Udin By Arifin Aunillah, *Buku Ajar Statistik Pendidikan* (Jl. Mojopahit 666 B Sidoarjo: UMSIDA PRESS, 2021), 95.

- 1) First, open SPSS 25 version program.
- 2) Then, open the Variable View data editor page and then edit the data.
- 3) Next, click Data view and open the page and fill in the appropriate data.
- 4) Click Analyze, then select Compare Means, then select Independent Sample T-Test and selecting the variable to be tested in the test variables box.
- 5) Choose grouping variables and then define 2 types of groups in define groups.
- 6) Last, click the OK button.⁵¹

Steps in testing the independent sample t-test:

1. Formulate hypotheses

- a) (H_0)

There is no significant difference in students' pronunciation between those who are taught using Memrise application and those who are not taught using Memrise application.

- b) (H_1)

There is significant difference in students' pronunciation between those who are taught using Memrise application and those who are not taught using Memrise application..

2. Determined t_{value} and t_{table} with a significant level of this research was (α)

⁵¹ Aunillah, 96.

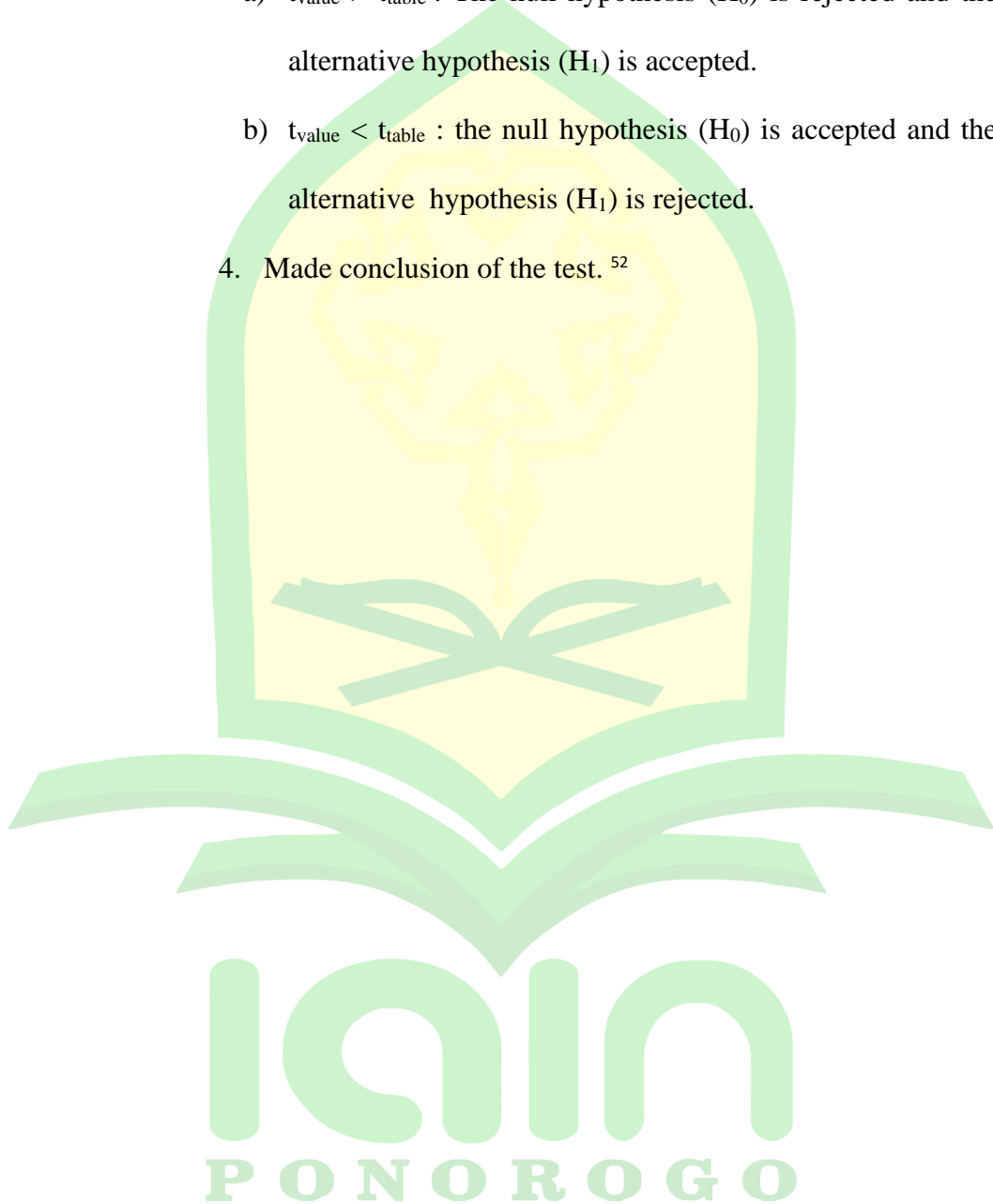
$$0,05 : 2 = 0,025.$$

3. Determine the criteria of the research:

a) $t_{\text{value}} > t_{\text{table}}$: The null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.

b) $t_{\text{value}} < t_{\text{table}}$: the null hypothesis (H_0) is accepted and the alternative hypothesis (H_1) is rejected.

4. Made conclusion of the test. ⁵²



⁵² Moch. Bahak Udin By Arifin, Aunillah, *Buku Ajar Statistik Pendidikan* (Jl. Mojopahit 666 B Sidoarjo: UMSIDA PRESS, 2021), 62.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses findings from the usage of the Memrise application in English learning to improve students' pronunciation. Some statistical calculations are presented to determine the outcomes. The findings are then discussed.

A. Statistical Description

In this chapter the researcher wants to know the effectiveness of using the Memrise application for pronunciation learning by conducting a pre-test and post-test on class VIII students of MTs Ma'arif Al-Ishlah Bungkal. In this school, in grade eighth consisted of VIII A, VIII B, and VIII C. The researcher did the research at VIII A and VIII B. Class VIII A as the control group consisted of 27 students and VIII B as the experimental group consisted of 28 students. The researcher used pronunciation tests in the form of words and sentences. The researcher gave 20 questions to the control class and the experimental class. Both classes get the same test questions.

Based on the results of interviews and observations in the pre-research conducted by the researcher, the researcher found that students had difficulty speaking English, especially pronunciation problems. Students experience difficulties in English pronunciation because they are not used to speaking and hearing English in daily. Students usually use Indonesian and Javanese, including when learning English in class. It can be seen that the pronunciation of English is very different from the pronunciation of Indonesian and Javanese.

Therefore, the researcher chose to apply the treatment using the Memrise application as a learning media to improve students' pronunciation.

The teaching and learning process began with reviewing the learning material in the student text book regarding recount text. The researcher explained the material slowly in Indonesian and English. The researcher also gave the opportunity for students to ask questions if there was material they did not understand. In the experimental class, the researcher used the Memrise application in which there was material related to recount text.

In the experimental class, the students were taught using the Memrise application. Meanwhile, in the control class, the students were not taught using the Memrise application.

1. The Research Procedures in Experimental Class

In the experimental class there were 28 students. The experimental class received two treatments which were carried out after the pre-test. In the first meeting, the researcher conducted a pre-test. The pre-test in the form of a pronunciation test included a collection of words and sentences. Each student took a test to measure their initial ability before being given treatment. The test is assessed according to the pronunciation assessment rubric that has been prepared by the researcher.

In the second meeting, the researcher conducted the first treatment using the Memrise application as a medium for learning pronunciation. First, the researcher provides learning according to the material in the student text book, in the chapter 4 about recount text. When finished, the researcher introduced and explained the Memrise application to students.

Then, students download the Memrise application using their respective cellphones. To use Memrise application, students' phone must be connected with internet. The researcher asked students to open one of the materials in the Memrise application, namely 'Last Vacation'. Then, they observe and study vocabulary material and how to pronounce it displayed by the Memrise application. For students who did not carry a cellphone or did not have internet access, they can join friends who can access the Memrise application. There is no internet access due to the poor quality of school wifi. After students have finished collecting information from the Memrise application, the researcher asked them to read a few words that have been provided by the researcher. Students who succeed in reading the word with the correct pronunciation will get a reward. Finally, the researcher and the students made conclusion together before closed the class.

In the third meeting, the researcher applied the second treatment using the Memrise application. The researcher and the students reviewed the material that had been studied together at the previous meeting. The students were asked to study the material 'Last Vacation' in the Memrise application according to the specified time. At the previous meeting the students learned pronunciation through words, but at this meeting the students learned pronunciation through sentences. Then the students were asked to mention the various words they have learned in accordance with the correct pronunciation. Some students who got the most points were given reward. Finally, the researcher and the students made conclusion together.

In the fourth meeting, the researcher imposed a post-test on the students. The post-test instructions are the same as the pre-test instructions but with a different theme. Each student took a test to measure their pronunciation ability after being given treatment. The assessment was carried out according to the rubric of the assessment by the researcher.

2. The Student's Score in Experimental Class

The table below reports the pre-test scores of students in the experimental class before applied Memrise application as learning media.

Table 4.1
Score of Experimental Class

No	Name	Pre-Test	Post-Test
1	Aas Vera Amelia Intari	60	70
2	Ahmad Fikri Zaini	65	80
3	Alifikie Raditya Pratama	55	75
4	Alisa Putri Andini	70	85
5	Andika Ardiyanza Putra	70	80
6	Azizah Nuraini	80	90
7	Dita	75	85
8	Dwi Fransisca Vitri Anjany	80	85
9	Ella Khoirunnisa Oktavia	65	80
10	Fadlan Fachrizal Akbar	70	90
11	Fahri Yusuf Septiansyah	70	80
12	Faiq Raisya Putra	75	85
13	Imam Ma'ruf	65	85
14	Lailatul Fitria Ramadhani	80	85
15	Luqi Aji Saputra	70	90
16	Mirdayani Agustina	65	75
17	Muhammad Ilham Syarofi Z	50	75
18	Muhammad Shidiq Al Aziz	60	70
19	Nafi' Cahya Atiqah	65	80
20	Nezha Fairul Nikmah	70	95
21	Refa Lina Septya Rahma	60	75
22	Sahrul Setiawan	65	85
23	Saiful Amri	70	85
24	Satria Dafa Romadhon	65	75
25	Vifi Verdianitasari	70	90
26	Wahyu Febryanto Pratama	65	80
27	Nazma Sofya Latifah	80	95
28	Aryoga Dwi Wiradani	65	80
Total		1900	2305
Mean		67.86	82.32

Based on the tables above, it can be concluded that the highest pre-test score is 80 and the lowest score is 50 with the total number of 1900 and the mean is 67.86. Meanwhile, the highest post-test score is 95 and the lowest score is 70 with a total number 2305 and the mean is 82.32.

Figure 4.1

Chart of Mean, Median and Modus Score of Experimental Class

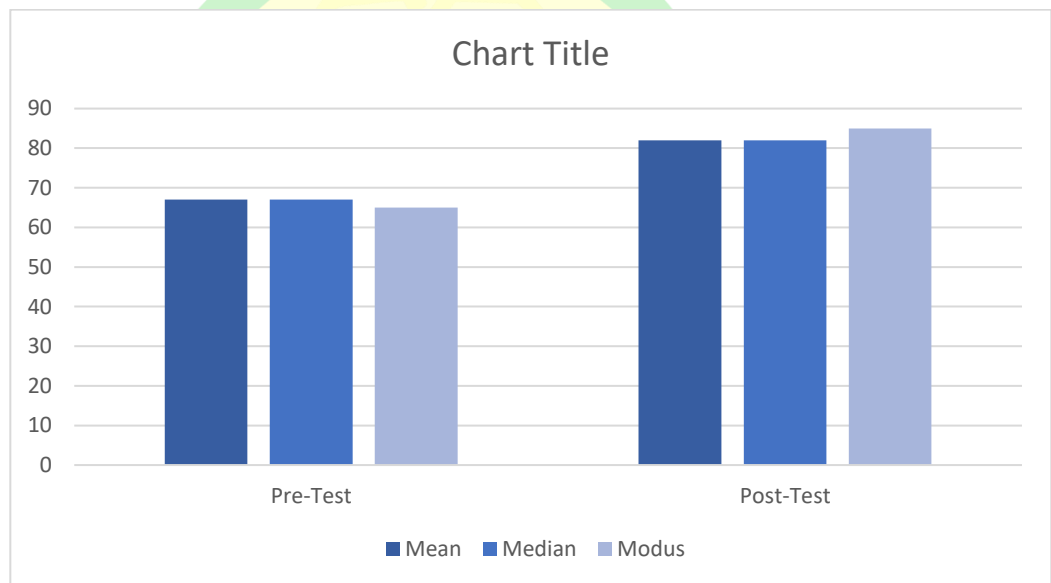


Table 4.2

Frequency Distribution Pre-Test in Experimental Class

Pre-Test in Experimental Class					
Score	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	50	1	3.6	3.6	3.6
	55	1	3.6	3.6	7.1
	60	3	10.7	10.7	17.9
	65	9	32.1	32.1	50.0
	70	8	28.6	28.6	78.6
	75	2	7.1	7.1	85.7
	80	4	14.3	14.3	100.0
	Total	28	100.0	100.0	

From Table 4.2, it can be seen that the scores that students achieved in pre-test were varied. There were 3.6% or 1 student got 50, 3.6% or 1 students got 55, 10.7% or 3 students got 60, 32.1% or 9 students got 65, 28.6% or 8 students got 70, 7.1% or 2 students got 75, and 14.3% or 4 students got 80.

Figure 4.2

Histogram of Pre-Test in Experimental Class

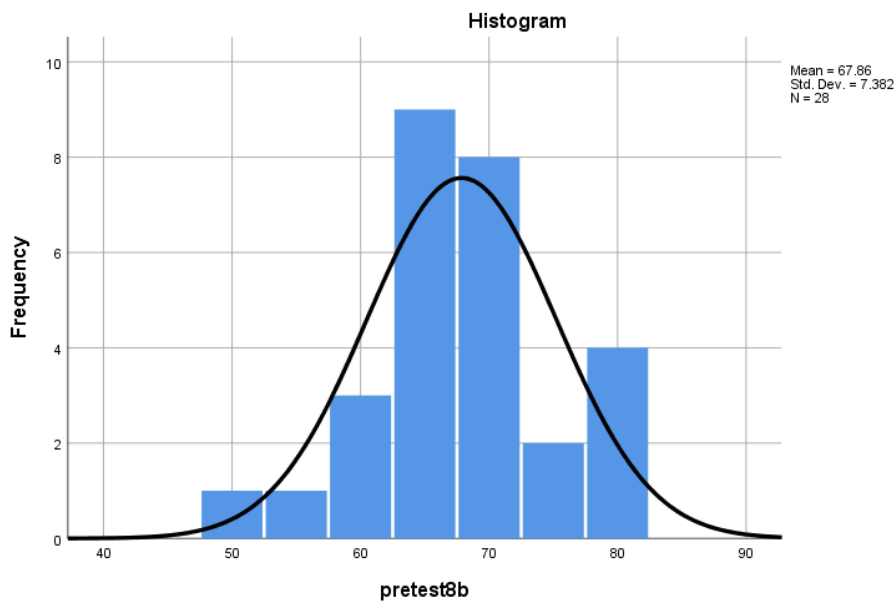


Table 4.3

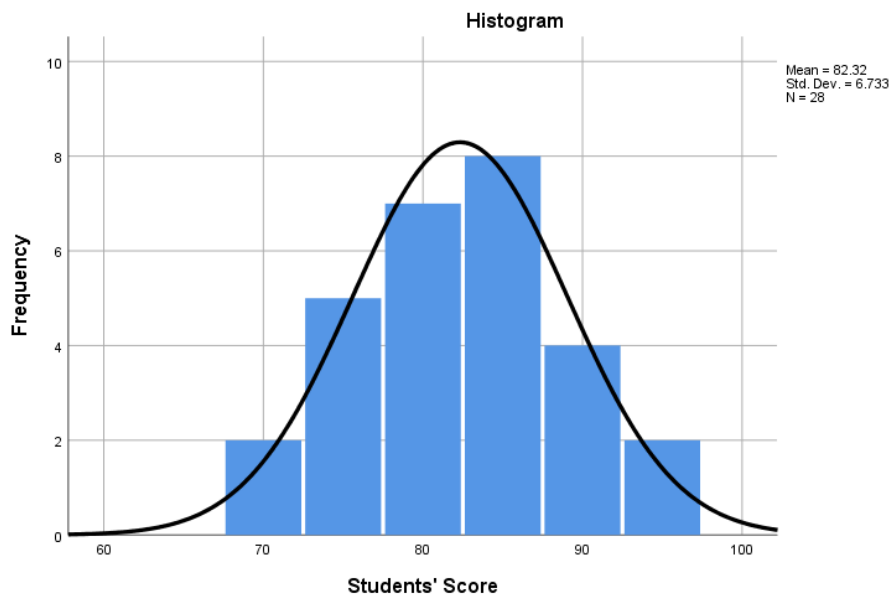
Frequency Distribution Post-Test in Experimental Class

Post-Test in Experimental Class					
	Score	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	2	7.1	7.1	7.1
	75	5	17.9	17.9	25.0
	80	7	25.0	25.0	50.0
	85	8	28.6	28.6	78.6
	90	4	14.3	14.3	92.9
	95	2	7.1	7.1	100.0
	Total		28	100.0	100.0

From the table above, it can be seen that the scores that students achieved in pre-test were varied. There were 7.1% or 2 students got 70, 17.9% or 5 students got 75, 25% or 7 students got 80, 28.6% or 8 students got 85, 14.3% or 4 students got 90, and 7.1% or 2 students got 95.

Figure 4.3

Histogram of Post-Test in Experimental Class



3. The Research Procedures in Control Class

In the control class, there were 28 students. The students do not get treatment using the Memrise application as in the experimental class. The students in the control class also took the same pre-test as the experimental class. In the first meeting, the researcher conducted a pre-test. All students took a test to measure their pronunciation ability by reading the list of words and sentences provided by the researcher. The assessment was carried out according to the rubric of the assessment by the researcher.

In the second meeting, the researcher applied conventional learning that depended on the material 'When I was a Child' in Chapter 4 in the students' textbooks. The students were not given treatment using the Memrise application. The researcher explained the learning material starting from the definition, text structure, and linguistic elements. The researcher also gave group assignments in the form of identifying the structure of the recount text and identifying simple past tense sentences in the recount text that the researcher had provided.

In the third meeting, the researcher taught conventional methods using textbook media. The researcher and students reviewed the material that had been studied together at the previous meeting. The researcher gave a brief explanation of the activities to be carried out next. The researcher asked students to read examples of recount texts in textbooks. The researcher corrected their pronunciation if there was an error. The researcher also asked the students to answer some questions in the textbook. After that the researcher asked the students to make several groups consisting of 4-5 students. Each group was asked to make a simple recount text according to the theme provided. After that, each group read their recount text in front of the class in turn. The researcher listened and corrected what if there was an inaccurate pronunciation. Finally, the researcher and students made conclusion together before closed the class.

In the fourth meeting, the researcher gave a post-test to students. The post-test in the control class is the same as the post-test in the experimental class. The researcher gave instructions to students to read the list of words

and sentences that had been provided. All students do the post-test to get the result score. The assessment was carried out according to the rubric of the assessment by the researcher.

4. The Student's Score in Control Class

Table 4.4
Score of Control Class

No.	Name	Pre-Test	Post-Test
1	Adhea Ananda Meza	70	75
2	Almira Cahya Pamungkas	75	70
3	Arvino Arenda Pratama	85	85
4	Baraka Nazwa Rhevanshah	60	60
5	Bintang Abdul Aziz	60	60
6	Fahmi Ilham Nur Kholis	75	80
7	Fajar Yulia Citra Sari	65	75
8	Fitra Oktavia Vernanda	70	70
9	Isay Nur Wahid	50	60
10	Lutfy Roudlotul Muna	80	80
11	Moniica Eryndia	65	65
12	Muhammad Fatkhurrohman	70	70
13	Muhammad Ilham Pratama	70	75
14	Nouval Adam Akhsani	55	75
15	Nurul Aminah	85	90
16	Pramudya Mandala Putra P	65	75
17	Rahmat Diki Nurmansyah	65	70
18	Raya Oktabrina	60	70
19	Rizky Khoirul Muchlis	80	80
20	Samita Nurul Hidayati	55	60
21	Satrio Wahyu Candra Winata	65	70
22	Sigit Irawan	65	65
23	Siti Nurul Mufidah	75	80
24	Siti Wahyu Nur Fianti	85	85
25	Ummi Salamah	65	75
26	Wahyu Bakti Nugroho	65	65
27	Lailatus Zukruf Riskyan R	70	75
Total		1850	1960
Mean		68.52	72.59

Figure 4.4

Chart of Mean, Median and Modus Score of Control Class

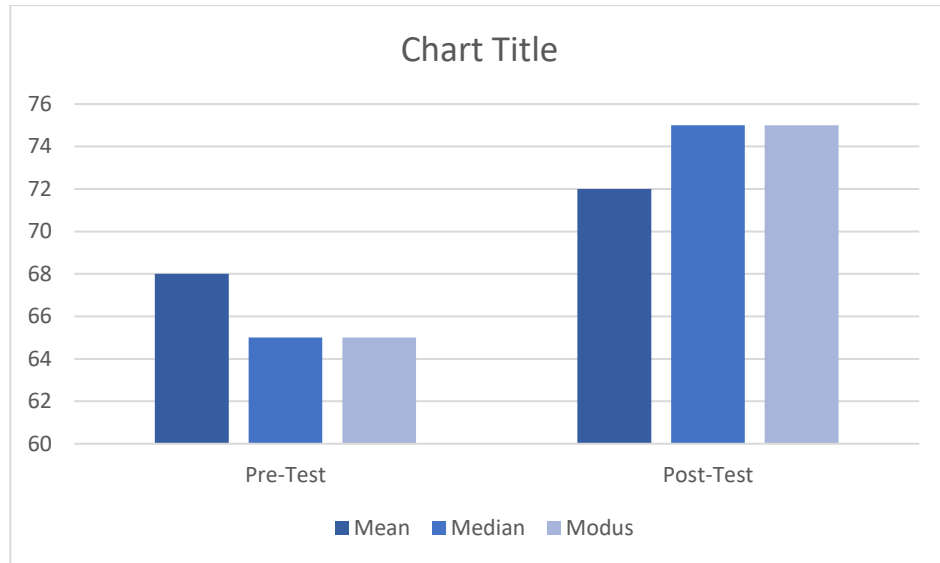


Table 4.5

Frequency Distribution Pre-Test in Control Class

Pre-Test in Experimental Class					
	Score	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	1	3.6	3.6	3.6
	55	1	3.6	3.6	7.1
	60	3	10.7	10.7	17.9
	65	8	28.6	28.6	46.4
	70	3	10.7	10.7	57.1
	75	7	25.0	25.0	82.1
	80	3	10.7	10.7	92.9
	85	2	7.1	7.1	100.0
	Total	27	100.0	100.0	

Table 4.5 shows the classification of pre-test score from control class. There were 3.6% or 1 student got 50, 3.6% or 1 students got 55,

10.7% or 3 students got 60, 28.6% or 8 students got 65, 10.7% or 3 students got 70, 25% or 7 students got 75, 10.7% or 3 students got 80, and 7.1% or 2 students got 85.

Figure 4.5

Histogram of Pre-Test in Control Class

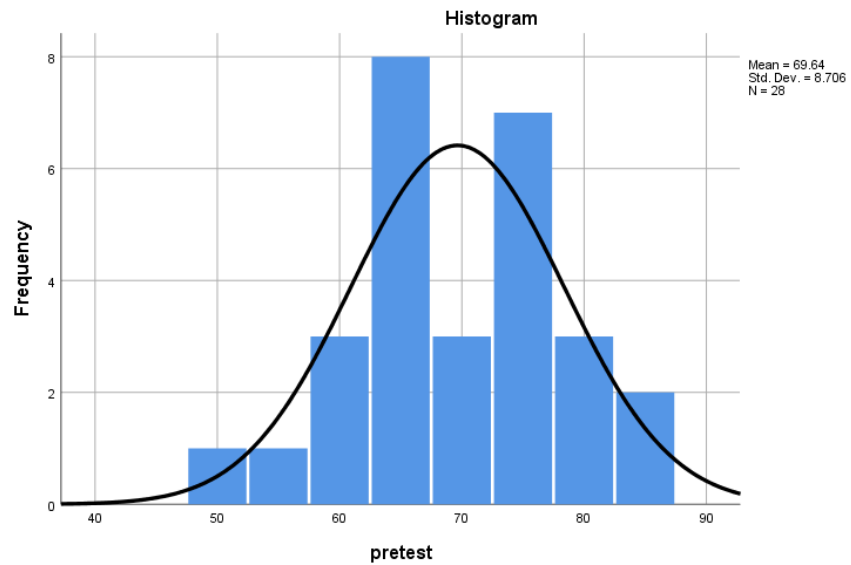


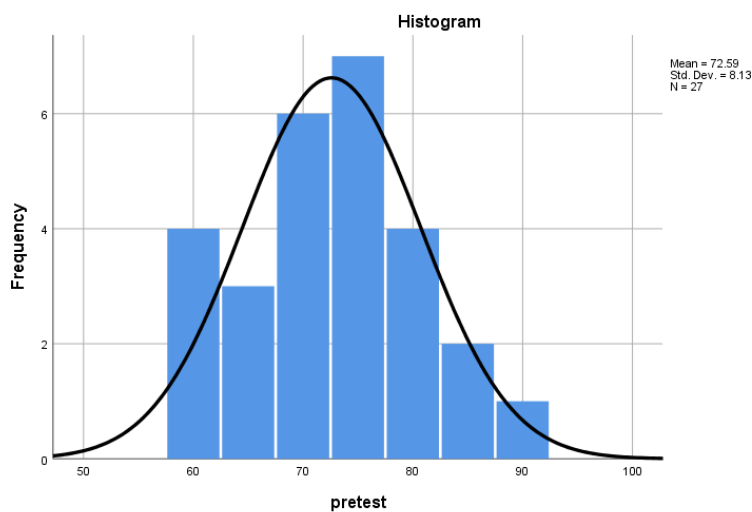
Table 4.6

Frequency Distribution Post-Test in Control Class

Pre-Test in Experimental Class				
Score	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 60	4	14.8	14.8	14.8
65	3	11.1	11.1	25.9
70	6	22.2	22.2	48.1
75	7	25.9	25.9	74.1
80	4	14.8	14.8	88.9
85	2	7.4	7.4	96.3
90	1	3.7	3.7	100.0
Total	27	100.0	100.0	

From the table above, it can be seen that the scores that students achieved in pre-test were varied. There were 14.8% or 4 students got 60, 11.1% or 3 students got 65, 22.2% or 6 students got 70, 25.9% or 7 students got 75, 14.8% or 4 students got 80, 7.4% or 2 students got 85 and 3.7% or 1 student got 90.

Figure 4.6
Histogram of Post-Test in Control Class



B. Inferential Statistics

1. Assumption Test

a. Normality Test

The normality test aims to see whether the residual value is normally distributed or not. A good regression model is to have a normally distributed residual value.⁵³ The data on significance Kolmogorof-Smirnov is examined to determine normality for N = 27 (experimental

⁵³ Nikolaus Duli, op. cit., 114.

class) and N = 28 (control class). So, the normality test in this research is used IBM SPSS Statistics 25.

Table 4.7

The Result of Normality Test from Control Class and Experimental Class

One-Sample Kolmogorov-Smirnov Test			
		Post-Test of Experimental Class	Post-Test of Control Class
N		28	27
Normal Parameters ^{a,b}	Mean	82.32	72.59
	Std. Deviation	6.733	8.130
Most Extreme Differences	Absolute	.155	.135
	Positive	.135	.124
	Negative	-.155	-.135
Test Statistic		.155	.135
Asymp. Sig. (2-tailed)		.085 ^c	.200 ^c
a. Test distribution is Normal. b. Calculated from data. c. Liliefors Significance Correction.			

Based on the results of the normality test, it is known that the p-value in experimental class was higher than α ($0.085 > 0.05$), so it can be concluded that the data of experimental class was normal. Then, table above also showed that the p-value in control class was higher than α ($0.200 > 0.05$), it means that the data of control class was normal.

b. Homogeneity Test

Homogeneity is the similarity of variance between groups to be compared, so that the researcher will deal with groups in the same condition from the beginning. Homogeneity test was conducted to determine whether the scores in the research conducted had homogeneous variations or not.⁵⁴ In this research, the IBM SPSS Statistics 25 used to carry out the homogeneity test. The Levene's test is examined to determine homogeneity.

Table 4.8
Test of Homogeneity

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Students' Score	Based on Mean	.849	1	53	.361
	Based on Median	.588	1	53	.446
	Based on Median and with adjusted df	.588	1	47.028	.447
	Based on trimmed mean	.863	1	53	.357

Based on calculated of IBM SPSS Statistic 25 above, it can be concluded that the result (Sig.) based on mean is 0.361 at the significance level 5% (0.05). The table above showed that the significance level was higher than α ($0.361 > 0.05$). It can be concluded that the data was homogeneous.

⁵⁴ Retno Widyaningrum, Statistika (Yogyakarta: Pustaka Felicha, 2011) 205

c. Hypothesis Test and Interpretation

Table 4.9

Group Statistic

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Students' Score	Experimental Class	28	82.32	6.733	1.272
	Control Class	27	72.59	8.130	1.565

Table 4.10

The Result of Independent t Test from Control Class and Experimental Class

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Students' Score	Equal variances assumed	.849	.361	4.841	53	.000	9.729	2.010	5.698	13.760
	Equal variances not assumed			4.824	50.496	.000	9.729	2.017	5.679	13.779

To interpret the t-test, it must be determined:

- a. Significance value α
- b. Confidence intervals = $1 - \alpha$
- c. Determine $(df) = 53$ ($df - 2; 55 - 2 = 53$), and t_{table} was 2.005
- d. Compare with t_{test} with t_{table}

The researcher determines the criteria of the research as follows:

According to Moch. Bahak Udin, if $t_{test} > t_{table}$ it means that the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted. While, if $t_{test} < t_{table}$ it means that the null hypothesis (H0) is accepted and the alternative hypothesis (H1) is rejected.⁵⁵

Also, the researcher formulated a hypothesis as follows:

(H0) : There is no significant difference in students' pronunciation ability between the students who are taught by using Memrise Application and those who are not taught by using Memrise Application.

(H1) : There is significant difference in students' pronunciation ability between the students who are taught by using Memrise application and those who are not taught by using Memrise Application.

In the table above, the result showed that $4.841 > 2.005$. Therefore, it means that the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted. It can be concluded that there was significant difference in students' pronunciation ability between the students who are taught by using Memrise application and those who are

⁵⁵ Moch. Bahak Udin By Arifin Aunillah, Buku Ajar Statistik Pendidikan (Jl. Mojopahit 666 B Sidoarjo: UMSIDA PRESS, 2021), 63.

not taught by using Memrise application at the eighth grade students of Mts Ma'arif Al-Ishlah Bungkal.

C. Discussion

This research aimed to determine the effectiveness of using the Memrise application in improving the pronunciation skills of class VIII students of MTs Ma'arif Al-Ishlah Bungkal in the 2022/2023 academic year. The researcher conducted a study to find out whether there were significant differences in students' pronunciation abilities between those who were given treatment and those who were not given treatment. Based on the results of data analysis, the experimental class has a minimum post-test score of 70, a maximum score of 90 and the mean score of 82.32. The post-test results have increased from the previous pre-test scores which had a minimum score of 50, a maximum score of 80 and the mean score of 67.86. The post-test score of the experimental class also has a higher value than the post-test value of the control class. The control class has a pre-test value with a minimum score of 60, a maximum score of 90 and the mean score of 72.59.

The result of normality test from experimental class and control class. The asymp. Sig (2-tailed) from experimental class is 0.085 and from control class is 0.200. The result showed that the Sig. The score was higher than 0.05, it may be said that the data's distribution was normal. The result of homogeneity test from experimental class and control class, the result (Sig.) based on mean is 0.361 at the significance level 5% (0.05). The result is $0.361 > 0.05$. It can be concluded that the variance of control class and experimental class was homogeneous. The last is the result of independent sample t-test from

experimental class and control class, the result showed that the t_{test} was higher than t_{table} ($4.841 > 2.005$). Therefore, it means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.

Based on data analysis, the researcher found several results. First, the results of descriptive statistics from the experimental class. The lowest score in the pre-test is 50, the maximum score is 80 and the average is 67.86. After getting treatment using the Memrise application, students' scores on the post-test increased from before. This shows that the use of the Memrise application can improve students' pronunciation skills as Emma said that the Memrise application demonstrates pronunciation to the learners.⁵⁶ The Memrise application provides features that support pronunciation learning such as audio and video performances from native speakers. This application also uses repetition of material which makes it easier for students to remember.

Secondly, the researcher found that the use of the Memrise application in learning can increase students' interest in learning pronunciation. As Fadilah said, the Memrise application helps teachers teach in a more interesting way, because of the use of flashcards and mnemonic techniques.⁵⁷ This is evidenced by the students' responses when using the Memrise application in class, the students looked enthusiastic and serious. Very rapid technological advances can help teachers and students carry out learning activities to be effective and

⁵⁶ Pass, Emma. *The Hybrid Teacher: Using Technology to Teach in Person and Online*. Britania Raya: Wiley, 2021.

⁵⁷ Fadilah, "The Effect of Memrise on Students' Vocabulary Mastery in SMA Ar-Raudhah," 2021.

efficient.⁵⁸ The use of technology such as applications will make it easier for students to understand the material because the media used is in accordance with the times so it is not boring.

In this research, it was also found that the use of the Memrise application as a media for learning pronunciation was very efficient. This application has been designed in such a way that beginners, intermediate and even advanced level students can use it.⁵⁹ In the experimental class, students had no difficulty accessing the Memrise application. In the experimental class, the use of this application is also not required individually, students who do not carry cell phones can join with other friends and learn pronunciation together.

The Memrise application is a pretty fun application. Memrise has many features students can use.⁶⁰ In the experimental class, students admitted that using the Memrise application was quite fun. In this application they can use the various features provided. Features that support pronunciation learning such as native speaker videos, sound and practice questions.

Finally, based on the discussion above, the researcher concluded that the use of the Memrise application was effective in improving the pronunciation skills of Grade VIII students at MTs Ma'arif Al-Ishlah Bungkal and increasing students' motivation to learn English.

⁵⁸ Muhamad Riyan, "Penggunaan Media Pembelajaran Berbasis Android Pada Pembelajaran Teks Eksposisi," *Diksi* 29, no. 2 (2021): 205–16, <https://doi.org/10.21831/diksi.v29i2.36614>.

⁵⁹ Carmella, "How to Actively Engage Our Students in the Language Classes". Amerika Serikat: Vernon Art and Science, 2023.

⁶⁰ Melati and Herlina, "Optimizing EIL Using 'Memrise' As A Builder Students' Vocabularies." 2019.

CHAPTER V

CLOSING

This chapter consists of conclusion and suggestions. In conclusion, the researcher will conclude the research while in the recommendation will provide suggestions for English teacher, school, and the readers.

A. Conclusion

Based on the result of this research, it can be concluded that there was significant difference in students' pronunciation ability between the students who are taught by using Memrise application and those who are not taught by using Memrise application at the eighth grade students of Mts Ma'arif Al-Ishlah Bungkal in academic year 2022/2023. There is a significant difference between students who are taught using the Memrise application and to those who are not taught using the Memrise application. This can be proven by the post-test of students who were treated with the Memrise application. The result of the t-test showed that t_{test} was higher than t_{table} . Therefore, it can be concluded that there was significant difference in students' pronunciation ability between the students who are taught by using Memrise application and those who are not taught by using Memrise application at the eighth grade students of Mts Ma'arif Al-Ishlah Bungkal.

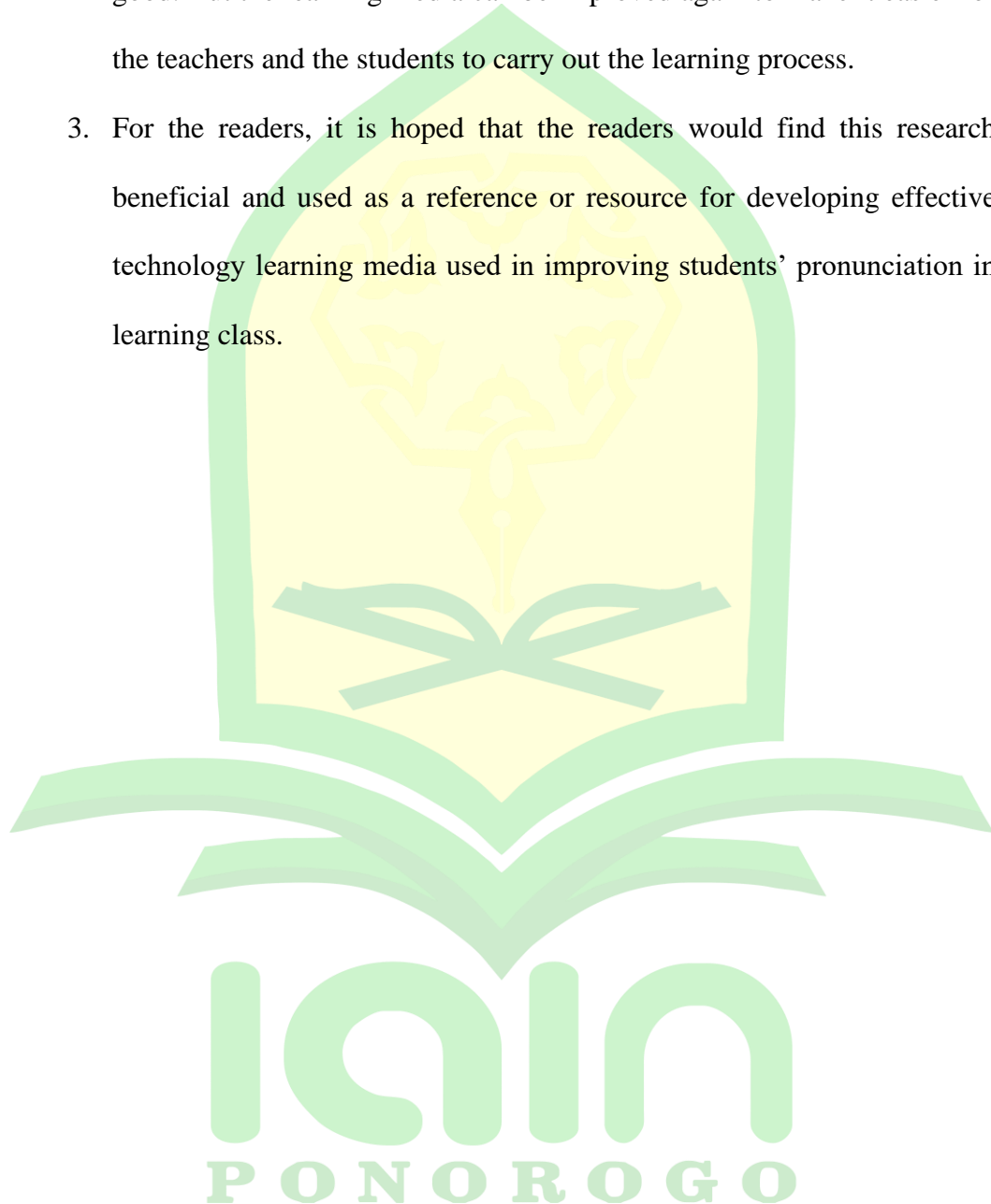
B. Recommendation

According on the conclusion, the researcher makes the following suggestions:

1. For the teacher, the use of learning media needs to be more interactive, creative, fun in the visual aspect such as being presented with lots of

interesting pictures, video or audio native speakers to improve students' pronunciation abilities.

2. For MTs Ma'arif Al-Ishlah Bungkal, the learning infrastructure is already good. But the learning media can be improved again to make it easier for the teachers and the students to carry out the learning process.
3. For the readers, it is hoped that the readers would find this research beneficial and used as a reference or resource for developing effective technology learning media used in improving students' pronunciation in learning class.



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