Improving English Vocabulary for Young Learners Through Memrise Application

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ABSTRACT

This study investigates whether the memrise application can improve English vocabulary skills among young learners. Recognizing the important role of vocabulary in language acquisition. The study used an action research with a sample of 30 primary school students, utilizing quantitative data and qualitative data to evaluate how the memrise application can improve English vocabulary skills. The results revealed a significant improvement in vocabulary skills, with students' mean scores increasing from 45.1 to 83.4 after implementing the application. Memrise's key features, like gamification, spaced repetition, and multimedia resources, contributed to increased engagement and effective learning. Qualitative feedback indicated that students found the learning process enjoyable and motivating, creating a sense of competition among students and increasing their willingness to participate in the learning process. This study suggests that the memrise application can improve English vocabulary skills among young learners. The findings advocate the integration of innovative apps into the language learning process to drive better educational outcomes.
Keywords: English Vocabulary and Memrise Application

ABSTRAK

Studi ini menyelidiki apakah aplikasi memrise dapat meningkatkan penguasaan kosakata bahasa Inggris di kalangan pelajar muda. Dengan menyadari peran penting kosakata dalam penguasaan bahasa. Studi ini menggunakan kerangka kerja penelitian tindakan dengan sampel 30 siswa sekolah dasar, memanfaatkan penilaian kuantitatif data dan kualitatif data untuk mengevaluasi bagaimana aplikasi memrise dapat meningkatkan keterampilan kosakata bahasa Inggris. Hasilnya mengungkapkan peningkatan yang signifikan dalam kemampuan kosakata, dengan skor rata-rata siswa meningkat dari 45,1 menjadi 83,4 setelah menerapkan aplikasi. Fitur utama memrise, seperti gamifikasi, pengulangan spasi, dan sumber daya multimedia, berkontribusi pada peningkatan keterlibatan dan pembelajaran yang efektif. Umpan balik kualitatif menunjukkan bahwa siswa menganggap proses pembelajaran menyenangkan dan memotivasi, menciptakan rasa persaingan di antara siswa dan meningkatkan kemauan mereka untuk berpartisipasi dalam proses pembelajaran. Studi ini menunjukkan bahwa aplikasi memrise dapat meningkatkan keterampilan kosakata bahasa Inggris di kalangan pelajar muda. Temuan tersebut menganjurkan integrasi aplikasi inovatif ke dalam proses pembelajaran bahasa untuk mendorong hasil pendidikan yang lebih baik.
Kata kunci: Kosa-Kata Bahasa Inggris dan Aplikasi Memrise

A. Introduction

English has become one of the most widely used languages worldwide and is recognized as an important global language, including in Indonesia. In the context of education, the Indonesian government has decided to include English in the curriculum at various levels of education, from elementary school to high school. In learning English, vocabulary mastery is one of the key element in achieving language learning success according to Affandi & Syafi'i (2018), vocabulary mastery is crucial in achieving language learning success because it serves as the foundation upon which all language skills are built. A robust vocabulary enables learners to articulate their thoughts, comprehend texts, and engage effectively in spoken and written communication. Mastering vocabulary is not merely about memorizing words; it involves understanding their meanings, connotations, and appropriate usage in different contexts. This depth of understanding enhances learners' ability to connect ideas, interpret nuances, and interact meaningfully with others. In a language learning environment, vocabulary mastery facilitates smoother communication and comprehension, ultimately leading to better performance in listening, speaking, reading, and writing. Furthermore, it empowers learners to explore more complex language structures and concepts, thereby enriching their overall language proficiency. Thus, when students achieve mastery in vocabulary, they are better positioned to succeed in their language learning journey, reflecting the significant role that vocabulary plays in their overall educational experience. The expectation is that students would effortlessly acquire new vocabulary through the use of interactive applications like memrise, which combines gamification and effective learning strategies to enhance motivation and retention. Educators envision classrooms where students are not only receptive but also enthusiastic about learning English, leading to significant improvements in their language skills. However, teaching vocabulary in English is not easy. Many students face difficulties in understanding and remembering new vocabulary without the right methods and media. Students tend to be more interested and involved in the learning process when teaching is done in a fun and interactive way, not just by using boring textbooks (Rahayu & Roza, 2014). Therefore, it is important for teachers to find and apply innovative teaching methods, including the use of technology and interesting media, to help students overcome problems in vocabulary mastery.

In reality, many students still have a low mastery in English vocabulary which causes students struggles with vocabulary mastery are a pervasive issue that significantly impacts their overall language learning and academic performance. According to Hunnufus et al., (2023), a study involving fourth-grade students at SDIT Azzahrah Gowa revealed a diagnostic test mean score of only 24.1, with 80% of the students falling below the minimum passing grade of 75. This indicates a widespread lack of foundational vocabulary knowledge, which is crucial for academic success. These struggles are not limited to the recognition of words; they extend to the application of vocabulary in context. Alqahtani (2015) found that many students are unable to use newly learned words appropriately in speaking and writing tasks, which can lead to frustration and diminished confidence. This lack of mastery creates a vicious cycle, where students who feel insecure about their vocabulary skills are less

likely to engage in discussions, participate in reading activities, or attempt assignments that require a robust vocabulary. As a result, their academic progress suffers, often reflected in lower grades and a lack of motivation to improve. Moreover, the absence of meaningful context in which vocabulary is taught often makes it difficult for learners to grasp the nuances of word meanings and their appropriate usage in different situations. Consequently, many students end up possessing a passive vocabulary words they recognize but do not actively use which hinders their ability to communicate effectively and limits their language proficiency. This reality underscores that the problem of vocabulary acquisition greatly affects the success of students' English learning process. Therefore, efforts to improve English vocabulary skills especially at an early age need serious attention.

To solve the above problem, innovation in learning methods is needed to overcome these obstacles. One innovation that has attracted attention is the use of technology-based language learning applications, such as memrise. The memrise application offers a unique approach to vocabulary learning by combining elements of gamification, spaced repetition systems, and visualization.

Gamification introduces game like elements such as points, badges, and leaderboards into the learning process, which serves to motivate and engage students in their vocabulary acquisition journey. By creating a sense of competition and achievement, students are more likely to invest time and effort into their learning, transforming what could be a mundane task into an enjoyable and rewarding experience, this feature also aligned with the expert opinion that students tend to be more interested and involved in the learning

process when teaching is done in a fun and interactive way, not just by using boring textbooks (Rahayu & Roza, 2014). This intrinsic motivation fosters a deeper commitment to mastering new vocabulary, as learners are encouraged to continually challenge themselves and strive for improvement. The incorporation of spaced repetition systems further amplifies this effect by optimizing the timing of vocabulary review sessions based on the principles of memory retention. This approach ensures that students are revisiting words at calculated intervals, which aligns with the natural forgetting curve of human memory, thereby enhancing long-term retention and recall of vocabulary. By spacing out reviews, learners reinforce their memory pathways, making it easier to retrieve and use new words in context. Finally, visualization plays a crucial role in vocabulary acquisition by associating words with images and videos that appeal to different learning styles. This multi-sensory engagement not only aids in the comprehension of meanings but also helps students form stronger mental connections to the vocabulary they are learning, making it more likely that they will remember and apply these words effectively in their communication. Together, these features create a holistic and dynamic learning environment that not only supports vocabulary mastery but also empowers students to take control of their learning process, ultimately leading to more effective and sustained language development.

Research also indicates that memrise can significantly enhance students' vocabulary mastery, with studies showing positive results in improving adjective mastery and overall vocabulary retention refers to previous research by Santri (2020) The application's strength lies in its use of spaced repetition and authentic language

exposure through native speaker videos, contributing to a more engaging and effective learning experience. Previous studies, such as those conducted by Nuralisah & Kareviati (2020), also shown memrise's potential in improving students' vocabulary skills. However, it is important to note that the memrise application effect does not only depend on the features it offers, but also on individual factors such as learning motivation, learning style, and frequency of use. Constructivist learning theory, for example, highlights the importance of students' active involvement in the learning process. memrise, with its interactive design, is in line with constructivist principles. On the other hand,also aligned with research by Dörnyei (2001) suggests that motivation is a key factor in successful language learning.

Therefore, further research is still needed to understand in depth how such applications can contribute to improving vocabulary mastery, especially in certain age groups such as young learners. This study aims to contribute to the existing literature by empirically testing the improving of using the memrise application in teaching English vocabulary mastery in early childhood learners. This study also aims to answer can the pupil's vocabulary through a memrise application make a significant improvement ?.

Vocabulary mastery is the culmination of effectively knowing and utilizing a wide array of words and their meanings, which is essential for achieving fluency and proficiency in a language. Vocabulary is defined as the knowledge of words and their meanings, crucial for mastering a language (Neuman & Dwyer, 2009). Vocabulary is a critical component of language learning, defined as the set of words known and used by an individual or a specific group.

According to Alqahtani (2015) vocabulary encompasses not only the knowledge of words and their meanings but also their appropriate usage in various contexts, making it essential for effective communication. This definition highlights that vocabulary is not merely a list of words; it involves understanding how to use these words correctly and effectively in different situations. Hamer & Rohimajaya (2018) further emphasize that vocabulary is foundational to mastering the four language skills listening, speaking, reading, and writing highlighting its role in facilitating understanding and expression. They argue that a rich vocabulary enables learners to articulate their thoughts clearly and comprehend the ideas conveyed by others, thus serving as a bridge to successful communication. Thornbury (2006) elaborates on this notion by stating that vocabulary knowledge extends beyond mere word recognition; it includes understanding the nuances, connotations, and contexts in which words are used. This depth of understanding is crucial for nuanced communication, as it allows speakers to convey subtle distinctions in meaning and emotion. Supporting this view, Hiebert & Kamil (2005) assert that vocabulary is integral to reading comprehension, as a robust vocabulary allows learners to decode texts more effectively. They note that when students encounter unfamiliar words in texts, their ability to understand and integrate new information is significantly hindered, underscoring the importance of vocabulary development in educational contexts. Furthermore, Na (2016) points out that vocabulary acquisition is influenced by various factors, including individual learning styles and gender differences, suggesting that learners may

approach vocabulary learning through different strategies based on personal and contextual variables. For instance, male and female learners might exhibit distinct preferences in vocabulary learning techniques, which can impact their retention and application of new words. This indicates that vocabulary instruction must be adaptable to cater to diverse learner needs, ensuring that all students can develop their vocabulary effectively. A well-developed vocabulary is indispensable for learners aiming to achieve proficiency in a second language, as it not only enhances their ability to communicate but also enriches their understanding of the language as a whole. By emphasizing the importance of vocabulary acquisition and the various factors that influence it, educators can better design instructional strategies that foster vocabulary development and ultimately improve overall language proficiency. Hiebert & Kamil (2005) define vocabulary as the understanding of word meanings, while Alqahtani (2015) describes it as the total number of words necessary for conveying ideas. Neuman & Dwyer (2009) further assert that vocabulary encompasses the words required for effective communication. Mastering vocabulary is essential for students to grasp and communicate information accurately; without a solid vocabulary foundation, language acquisition becomes challenging.

To enrich English vocabulary mentioned above, the researcher use memrise application. Memrise, as defined by cognitive scientists and educational technologists, is a digital language learning platform that leverages memory science and multimedia to facilitate vocabulary acquisition and language retention. According to Neuman & Dwyer (2009), who emphasizes multimedia learning, memrise strategically integrates visual and auditory elements. In line with Brown & Hocutt (2015), who highlight the importance of active recall, memrise prompts users to retrieve information, solidifying memory. Furthermore, the application is designed to optimize long-term memory. Finally, from researchers that study the effects of applications on vocabulary mastery, like those that produced "The Effectiveness of Memrise Application toward Students' Adjective Mastery", memrise can be defined as a tool used to improve language learning.

The application's core principles are rooted in memory science and effective learning strategies. Memrise's algorithm is built on the principle of spaced repetition, optimizing review intervals to combat forgetting. Active recall, as emphasized by Brown & Hocutt (2015), is central to the learning process, strengthening memory through retrieval. Multimedia learning, based on Neuman & Dwyer (2009) principles, is utilized to engage multiple senses, enhancing comprehension. Gamification, is incorporated to boost motivation. Finally, communicative competence theory is supported by memrise's use of authentic native speaker content, which is used to enhance real world language use understanding.

Memrise's design is intentionally structured around these principles. Its spaced repetition algorithm, as mentioned, dynamically adjusts review times. Memrise, an online platform designed for language learning, has gained popularity for its engaging and effective vocabulary instruction methods, as noted by Nuralisah & Kareviati (2020). Developed by memory experts, memrise offers creative approaches to help learners retain vocabulary effectively. Mardiah et al., (2022) discusses how the application provides diverse topics and courses, making it an effective tool for vocabulary

enhancement. Rohim et al., (2022) further assert that memrise motivates students, making learning more enjoyable and engaging. Overall, the literature underscores the importance of vocabulary mastery and the effectiveness of utilizing modern teaching media like memrise to enhance vocabulary learning experiences for students. Multimedia integration is evident in its use of audio, visuals, and native speaker videos. Gamification elements like points and leaderboards are seamlessly integrated. The application also supports user-generated content, fostering a collaborative learning environment. A mobile-first design ensures accessibility.

The procedure for using memrise involves: 1) Make an account 2) Selecting an English language course. 3) Learning new vocabulary or phrases through multimedia lessons. 4) Engaging in active recall exercises. 5) Reviewing learned material at spaced intervals determined by the algorithm. 6) Progressing through gamified levels and challenges.

One of the most significant advantages of memrise is its ability to transform vocabulary learning into an enjoyable and less stressful experience. By incorporating elements of gamification, the application motivates students to actively engage in their learning process. Furthermore, the multimedia features such as audio pronunciations and visual aids enhance comprehension and retention, making it easier for users to grasp and remember new vocabulary. Other studies also show that the application utilizes techniques rooted in cognitive science, making vocabulary acquisition more effective by linking words with memorable images and concepts (Rohim et al., 2022). This approach aims to motivate students and improve their vocabulary mastery, addressing the shortcomings of traditional methods that often lead to student disengagement and low performance. Research indicates that a robust vocabulary is foundational for developing skills in speaking, writing, reading, and listening (Hamer & Rohimajaya, 2018). The emergence of digital tools like memrise has been identified as a significant advancement in enhancing vocabulary learning autonomy, combining gamification with effective learning strategies (Alam & Mizan, 2019). Studies suggest that these applications facilitate vocabulary retention through engaging methods, such as spaced repetition and interactive quizzes, thereby improving long-term memory (Ramadhanti et al., 2023). The flexibility to learn anytime and anywhere via smartphones or tablets also allows for a more personalized and convenient educational experience. However, memrise is not without its limitations. The reliance on technology can pose challenges for students who may lack consistent access to smartphones or the internet, thereby hindering their learning progress. Additionally, while memrise excels in vocabulary acquisition, it may not provide comprehensive grammar instruction or contextual usage, both of which are crucial for mastering a language. Lastly, some learners might find the repetitive nature of the exercises tedious over time, which could lead to decreased motivation and engagement in the long run. In summary, memrise serves as a valuable tool for enhancing vocabulary mastery, particularly in the context of language learning. Its innovative design, engaging learning methods, and user-friendly interface make it an appealing option for students. As highlighted in the studies of various researchers, including Dian & Rina (2018) the application has proven effective in improving vocabulary acquisition while also receiving positive responses from users. As educators

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continue to explore creative and effective teaching methods, memrise stands out as a noteworthy application that can significantly enrich the educational experience.

Teaching vocabulary, however, poses difficulties. Visser (2023) note that vocabulary instruction involves methods to help students understand and apply words in daily contexts. According to Lelawati et al., (2018) vocabulary learning progresses through three stages: presentation of new words, active engagement to reinforce memory, and the use of media to captivate students' interest. The integration of teaching media is vital for enhancing the learning experience, making it more engaging and facilitating better material retention. Puspitarini & Hanif (2019) describes media as tools and techniques that foster communication between teachers and students, while Hiasa et al., (2022) highlights its role in stimulating student interest and achieving educational objectives. In the contemporary educational landscape, technology plays a significant role in the teaching process. Wahyuni (2019) points out that technological advancements support the enhancement of educational standards. Ultimately, the purpose of using applications in vocabulary instruction is to create a more dynamic and effective learning environment that promotes long-term vocabulary mastery and supports overall language proficiency.

B. Research Method

This study is an action research, following the framework established by Coats (2005) where in the preliminary study using a test to determine students' vocabulary skills with 30 vocabulary test questions which then started with cycle 1, cycle 2 and so on. Where in each cycle following the planning, implementing, observing and reflecting stages. The researcher also adapted qualitative research through interview sessions to increase the validity of the data obtained. This study will involve a sample of 30 students from a local elementary school who struggle with vocabulary acquisition

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C. Result and Discussion

After analyzing the data about improving English vocabulary, the research show that in the preliminary study, quantitatively the result of the pre-test from 30 students indicates that the average score is 45.1. This means the students English vocabulary still low because it is still far from the minimum passing grade namely 75. Qualitatively by conducting interviews after getting the pre-test score where in the interview a student said that "*Vocabulary saya itu sedikit dan itu alasannya saya tidak bisa menjawab soal-soalnya* (My vocabulary is only a little and that makes me can't answer the questions)" this student's statement underlines that his limited vocabulary skills make it difficult for him to solve the existing questions. In addition, a student also said a statement that was almost similar to the statement of the first student, the student said "*Soal-soalnya itu kebanyakan, vocabulary yang saya hafal hanya sedikit* (The vocabulary questions are too many I only memorize a little vocabulary)" this statement underlines that the vocabulary skills of young learners are still low. Not only that, a student also said "*Vocabulary yang di soalnya belum saya hafal jadi saya tidak tau apa jawabannya* (I haven't memorized the vocabulary in the question so I don't know the answer)" The statements from the young learners concluded that they did have difficulty in vocabulary which confirmed that their vocabulary skills were still low. After that, the researcher also interviewed their English teacher to find out why their vocabulary skills were still low, the English teacher said that "*Anak-anak itu memang kurang suka menghafal banyak vocabulary karna itu membuat mereka menjadi tidak nyaman saat proses belajar,mereka itu lebih suka menghafalnya melalui nyanyian atau vocabulary yang lebih mudah seperti nama-*

nama hewan atau buah-buahan (Students don't like to memorize a lot of vocabulary because it makes them uncomfortable and don't like it when studying, they prefer to memorize it with songs or easy vocabulary such as vocabulary about animals or fruits)". The statement from the English teacher underlined that the vocabulary skills of young learners were still low due to several factors such as memorizing a lot of vocabulary making them uncomfortable when studying, they were only interested in vocabulary that was sung and they preferred vocabulary related to animals or fruits. The results obtained by the researcher quantitatively and qualitatively concluded that the vocabulary skills of young learners were still not good therefore the researcher would like to implement memrise application to improve the students English vocabulary. The researcher conducted 2 cycles. Each cycle follows 4 steps; planning,implementing,observing and reflecting.

In cycle 1 the planning stage, which involved a thorough preparation phase. The researcher then developed a detailed lesson plan where the where the goals is about using the Memrise application is to enable students to develop their vocabulary skills through fun gamified learning so that they can master the 30 targeted vocabulary words and the learning objective to be targeted by students was 30 vocabulary which is 10 about nouns, 10 about adjectives, and 10 about verbs. The time taken in this study was 60 minutes where the media used were; memrise application, markers and whiteboard.

Next, in the implementation stage, the researcher implemented the lesson plan in the classroom. During this stage, The researcher started by introducing the memrise application to students by opening the play store and searching for the memrise application on the play store, when introducing the memrise application some students had difficulty on how to spell the memrise application which the researcher then helped them by writing it on the board that could be seen by the students, some students also had difficulty with their internet network but the difficulty was immediately overcome with the help of the researcher.

After that the researcher then directed the students to install the memrise application and then directed them to create an account on the memrise application and choose English learning in the memrise application.

After that the researcher then directed them on how to play it by choosing the initial level and then trying to follow each gamification element and features contained in the memrise application at each level. The researcher then conducted observations while the students were playing the memrise application. During the observation, the researcher realized that the time needed was inefficient because they experienced obstacles at the beginning of the learning process which resulted in the vocabulary targets that had to be achieved not being met from the 30 targeted vocabulary, only 12 were achieved. so that the use of the memrise application was not applied optimally to the students.

The researcher then collected quantitative data from the test results with an average student score of 61.2. The results of this quantitative data show a significant increase from the previous data results at the pre-test stage which was only 45.1 which showed an increase of 35.70% in the average student score although this increase was not significant because it did not reach the minimum passing grade, namely 75 due to obstacles at the beginning of learning, resulting in a lack of application of the memrise application to students which resulted in less than optimal results.

After that, the researcher then collected qualitative data through interviews with students and teachers, to provide insight into their experiences with the memrise application. One student said that "*Menggunakan aplikasi memrise itu membuat belajar vocabulary serasa bermain game dan saya suka sekali dengan yang namanya game* (Using memrise makes vocabulary learning feel like a game. I like a game)." Which shows that the role of memrise in learning is interesting for students because students feel happy like they are playing a game. Not only that, a student also supports the statement by saying "*Memrise sangat menyenangkan dan sangat membantu karna vocabularynya selalu diulang-ulang di*

setiap level jadi saya bisa lebih mudah mengingatnya (Memrise is very fun and very helpful in memorizing because there is always a fun repetition of vocabulary so I can memorize it easily)."

This statement also shows the students' enjoyment of memrise which makes it easier for them to memorize vocabulary by using the features in the memrise application. After that, a student also said that " *Aplikasi memrise itu membuat saya belajar dan menghafal vocabulary lebih mudah daripada harus belajar dan menghafal dengan biasa* (The memrise application makes it easier for me to learn and memorize vocabulary than having to learn and memorize normally)". This statement also supports the previous statement that memrise really helps students in learning vocabulary. After that, the English teacher also supports the implementation of the memrise application by saying "*Aplikasi memrise sangat bagus dalam pembelajaran vocabulary dengan fitur-fiturnya yang interaktif dan mudah digunakan oleh siswa* (The memrise application is very good at learning vocabulary with its interactive features and easy for students to use)" this statement shows that the implementation of the memrise application as a new innovation in learning can improve students' vocabulary skills in the learning process.

Finally, at the reflection stage, from the results of cycle 1 it can be reflected that there has been an increase in students' English vocabulary skills after implementing the memrise application. However, the results obtained are still not good because there are obstacles in the process in cycle 1 such as students who are still confused with the memrise application at the beginning of learning, vocabulary targets that have not been achieved and also the use of time is not efficient so that the test results in cycle 1 are not optimal. Therefore, the researcher then continued to cycle 2.

In cycle 2, the researcher then maximized the planning stage which was previously less than optimal in cycle 1, such as the vocabulary target in cycle 2 was reduced compared to cycle 1, which was 20 vocabularies about 10 nouns,5 adjectives and 5 verbs and maximizing the time of 60 minutes when using the memrise application

and maintaining a conducive and interactive learning environment. In the implementation stage, the researcher succeeded in implementing the maximized learning design in order to obtain more optimal results compared to cycle 1, such as students are no longer confused and already know about the memrise application and the internet network is no longer problematic and the vocabulary target that will be aimed at students is 20 and then researchers always create a more conducive and interactive learning environment for students.

The researcher then conducted the observation stage. In this observation, the researcher saw that students were much better compared to cycle 1 because they no longer experienced obstacles so they were more interactive which created a more active and enjoyable learning environment so that the use of the memrise application was much more optimal compared to cycle 1. The researcher then obtaining quantitative data from the test results with an average student score of 83.4. The results of this quantitative data show a significant increase from the previous data results in cycle 1 which was only 61.2, indicating an increase in the average student score of 36.27%.

After that, the researcher then collected qualitative data through interviews with students and teachers, to provide their statements about the use of the Memrise application. a student said that "*Menggunakan memrise itu tetap menyenangkan dan tidak membosankan karna bisa bersaing dengan teman untuk mengumpulkan point yang banyak dan saya senang jika bisa mengumpulkan point yang lebih banyak dari teman saya* (Using memrise is still fun and does not feel boring because you can compete with your classmates to collect as many points as possible and I am happy if I can collect more points than my friends)" this statement shows that the role of memrise in learning does not make students bored and instead makes students more enthusiastic because there is a point collection feature in the memrise application that makes students feel excited and compete with each other to get more points.

This student's statement is also supported by the statement of another student who said "*Aplikasi memrise sangat menarik karena selalu ada video yang banyak tentang vocabulary dan bagaimana mengucapkannya dengan jelas serta selalu diulang-ulang sehingga saya menjadi lebih baik dalam memahaminya* (The memrise application is always interesting because of the many videos about vocabulary and its clear pronunciation and is always repeated so that I am getting better at mastering vocabulary)" this student's statement shows that the memrise application has lots of videos about vocabulary learning, how to pronounce it and word repetition features that often make students more proficient in mastering vocabulary.

A student also said "*Aplikasi memrise selalu menyenangkan dari tiap level-levelnya yang selalu mudah untuk dipelajari karna selalu ada pengingat jika kita salah dalam menjawabnya* (The memrise application is still fun from each level that is always easy to learn because there are always instructions if we are wrong in answering it)" This statement also supports the previous statement which states that memrise is indeed very helpful in mastering vocabulary in students.

The students' statement was also supported by their English teacher who said "*Aplikasi memrise membawa bentuk baru kedalam pembelajaran bahasa Inggris khususnya vocabulary,dimana para siswa menjadi lebih interaktif dari waktu ke waktu sehingga kemampuan mereka dapat terasah dan menjadi lebih mahir dari sebelumnya* (Memrise application brings a new form in English learning especially vocabulary, where students become more interactive from time to time so that their abilities can be honed and developed to be better than before)" This statement underlines that memrise application is very effective in developing vocabulary skills in young learners, plus more frequent use makes them more honed and developed in English learning especially vocabulary.

In the reflection stage of cycle 2, it can be reflected that there has been a very extraordinary increase compared to cycle 1 because of the more optimal use of the memrise application and also the obstacles that have been fixed in cycle 1 which made the test results on students better and exceeded the minimum passing grade, namely 75. This increase means that the use of the memrise application can improve students' English vocabulary skills in the learning proccess.

Based on the research finding memrise application can significantly improve students English vocabulary because in the memrise application, students apply gamification which contains games that make it easier for them to memorize English vocabulary. This is in line with gamification theory which states that incorporating game like elements in an educational context can significantly increase engagement and motivation among learners. According to Deterding et al., (2011), gamification utilizes elements such as points, leaderboards, and challenges to create an engaging learning environment that encourages students to actively participate. This is evident in how memrise uses competition and rewards to motivate students, making vocabulary acquisition more fun and competitive. This is in line with Hamari et al., (2014), who stated that games designed with educational goals, such as vocabulary acquisition, often include elements of challenge, achievement, and immediate feedback.

These elements keep learners actively engaged and encourage deeper cognitive processing, as students tend to invest more effort and attention in tasks that provide a sense of progress and achievement that encourage collaboration and communication among peers, fostering a sense of community and healthy competition. This social aspect is important, as it can significantly increase motivation and learning engagement, encouraging students to support each other and share strategies to overcome challenges. Additionally, multimedia learning theory states that individuals learn more effectively when information is presented in both verbal and visual formats, leveraging the power of different media to enhance comprehension and retention.

According to Mayer (2001), this theory emphasizes the importance of combining words and images in instructional

materials, as it aligns with how our cognitive systems process information. According to Mayer's principles, the use of multimedia can facilitate deeper learning by engaging multiple senses, which helps learners create more meaningful connections and mental representations of the material. For example, when students encounter vocabulary through a combination of spoken definitions, written text, and relevant images or animations, they are more likely to understand the meaning and context of new words. The memrise application exemplifies multimedia learning theory by integrating visual, audio pronunciations, and interactive exercises, creating a rich learning environment that encourages vocabulary acquisition. By engaging learners through multiple media, this theory not only enhances retention and recall but also fosters a more engaging and enjoyable learning experience, ultimately leading to greater success in language learning and can improve students' English vocabulary skills.

Overall, the findings of this study strongly support the integration of technologies such as memrise into the language learning process, as it provides a modern approach that is relevant to today's learners. The application not only improves vocabulary acquisition, but also fosters a more dynamic and enhanced educational environment that prioritizes engagement and practical application. This study highlights the potential of innovative tools to transform traditional vocabulary learning, making it more relevant in a rapidly evolving educational landscape. As educators continue to seek out methods that improve student learning outcomes, the insights gained from this study can inform future practice, encouraging a more holistic approach to language education that embraces technological advances and meets the diverse needs of learners.

D. Conclusion and Suggestion

In conclusion memrise application can significantly improve the students' English vocabulary skills. This is because memrise application quantitatively and qualitatively data obtained from the results of tests that have been conducted show that students have experienced development in their vocabulary skills. Not only that, memrise application also has various features and is in line with theories from experts who also state that the addition of elements such as gamification and multimedia to the learning process can make significant improvements in students, thus creating better learning outcomes.

Ultimately, this study advocates a shift to digital tools like memrise, which not only meet the diverse needs of students but also create a more dynamic and enjoyable vocabulary learning process. As educators strive to develop environments that prioritize engagement, retention, and practical application of language skills, the findings of this study offer valuable guidance. By leveraging technology in language education, we can ensure that learning remains relevant and inspiring for future generations of students.

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