

**THE MEMRISE APPLICATION AS MEDIUM IN  
TEACHING SPEAKING AT 7<sup>th</sup> GRADE OF SMP MA'ARIF  
NU 1 KEMRANJEN, BANYUMAS REGENCY**



**AN UNDERGRADUATE THESIS**

**Submitted to the Faculty of Tarbiya and Teacher Training of  
State Islamic University Prof. K.H. Saifuddin Zuhri  
Purwokerto as Partial Fulfillment of Requirement for  
*Sarjana Pendidikan* (S.Pd.) Degree**

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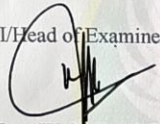
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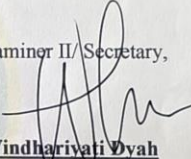
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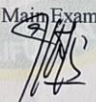
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## **MOTTO**

**Patience and persistence bring extraordinary results.**

**-Napoleon Hill –**





## **Dedication**

I Dedicate this thesis to:

My parents,

the remarkable individuals who inspire me and serve as my strongest support.

Thank you for your endless love and motivation.

I am grateful for all your prayers and support that have brought me to this point.

Wishing you both good health always, may Allah have mercy on both of you.

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Purwokerto, 7 Januari 2025

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**THE MEMRISE APPLICATION AS MEDIUM IN TEACHING  
SPEAKING AT 7<sup>th</sup> GRADE OF SMP MA'ARIF NU 1 KEMRANJEN,  
BANYUMAS REGENCY**

**ABSTRACT**

This research aims to analyze the implementation of the Memrise application in developing speaking skills among seventh-grade students at SMP Ma'arif NU 1 Kemranjen. This study used a qualitative descriptive approach, where data were presented through descriptions. The data were obtained through observations, interviews with the teacher, and documentation. The results showed that the teacher successfully carried out the learning process. The teacher carefully selected learning objectives (SLO), which included various topics. The teacher also characterize appropriate courses from the Memrise application that aligned with the curriculum. Immersive content (IIC) was used to enhance students' learning experience. During the implementation, the teacher simplified the introduction of the application and provided clear guidance on how to use it, including steps such as account creation and scheduling daily practice. A friend-to-friend approach was applied, where students assisted each other with challenges. Pronunciation practice was integrated using speech recognition, the spaced repetition system (SRS), and oral practice either offline or at school. Students were encouraged to continue practicing at home using Memrise. The findings indicated that the Memrise application can be a resource for teachers in teaching speaking skills through interactive learning. The students demonstrated of confidence and fluency in speaking English. Despite challenges, including varying comfort with technology and different language proficiency levels, the consistent use of the application contributed to meaningful in speaking skills.

**Keywords:** ELT, Teaching of Speaking, Memrise Application.

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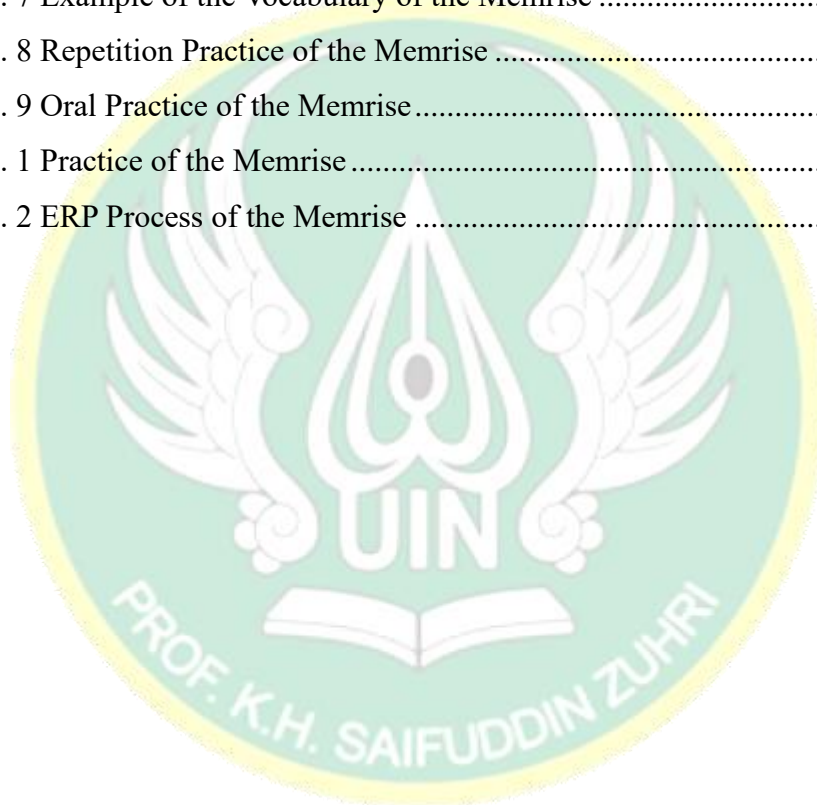
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## **CHAPTER I**

### **INTRODUCTION**

In the introduction chapter, the researcher will discuss several things, including, study background, clarification of key terms, research question, aims and significance of the study, organization of the paper.

#### **A. BACKGROUND OF STUDY**

According to Hounsell (1997) teaching is the practice implemented by a teacher aimed at transmitting skills (knowledge, know-how, and interpersonal skills) to a learner, a student, and from Ghavifekr & Rosdy (2015) teaching is activities carried out by someone to impart knowledge to students by creating environmental conditions that are conducive to carrying out the learning process. Meanwhile, English Language Teaching (ELT) is learning that has the aim of developing English language skills in a contextual and acceptable manner according to the context and daily conditions and situations of students (Hedge, 1993). This is to produce a form of English learning that better touches the language needs of students (Krishnapatria, 2021). From that, the conclusion about the definition English Language Teaching is a foreign language learning that aims to improve language skills both written and spoken in a global domain.

According to Suhendar et al., (2022) speaking is the process of changing thoughts or feelings into speech. Speaking in general can be interpreted as the ability or skill to communicate verbally or directly that a person has. Meanwhile, according to Bailey (2023) is the ability to pronounce articulatory sounds or words to express, state and convey thoughts, ideas and feelings. And according to Fitriani et al., (2015) speaking is the ability to pronounce sounds in language to convey thoughts or ideas orally. So, the researcher concluded that speaking is the ability to convey one's intentions (ideas, thoughts, contents of one's heart) to other people using spoken language so that these intentions can be understood by other people.

The speaking skill is very important (Haerani & Jatiraga, 2019). The goal in learning speaking skills is for students to be able to express ideas, opinions and feelings to other parties through spoken language (Fitriani et al., 2015). In general, the aim of learning speaking skills is that students are able to communicate ideas or thoughts or opinions orally or as an activity to express knowledge, life experiences, ideas, images, aspirations and so on (Sudarmo, 2021). In line with this goal, the role of speaking skills increasingly occupies a central position in modern life. Without speaking skills, the flow of communication and information will be interrupted so that humans will be trapped in backwardness (Patel & Jain, 2008). So, the researcher can conclude that speaking has the aim of expressing someone's ideas and feelings that have a specific purpose. Speaking skills in the learning process, especially English, can be implemented with the help of some AI assistance.

Concerning the speaking skills, there are also many problems in ELT. As the preliminary observation at SMP Ma'arif NU 1 Kemranjen, there were some problems faced in ELT by speaking skills and motivation. Motivation is not only an important component, but motivation is considered as an encouragement from within that can increase understanding, interest and high curiosity (Dwinalida & Setiaji, 2022). Apart from that, another problem is students' difficulties in speaking skills. There are many students whose speaking skills are still low, this is due to a lack of innovation from teacher to implement and develop speaking skills using modern methods and media. In teaching speaking, the teacher often encounters challenges, including selecting teaching strategies and instructional media. In teaching speaking, the choice of strategy is crucial as it directly impacts the outcomes of speaking activities. English teacher must characterize and apply appropriate strategies to accomplish speaking learning objectives (Oktavianti, 2024). Teaching of speaking can be done in several ways, including video media, songs, application media and others. The application of media and AI can be done in various innovative ways.

One popular approach is using AI applications or platforms that can record and evaluate students' speaking abilities in real-time. AI can provide direct feedback on pronunciation, intonation, fluency, and appropriate vocabulary.

From above, there are several ways teacher can increase speaking skills, namely by conducting learning using media applications by Artificial Intelligence (Permata Sari et al., 2024). Nowadays, using AI applications is an effective and efficient method (Sulaiman, 2021). The Memrise application is one example of an AI breakthrough. This app allows students to practice the language they are learning with AI that understands the complexities and natural nuances of the native language (Nuralisah & Kareviati, 2020). By interacting with the Memrise Discord App, students will have the opportunity to perfect their skills without the fear of human judgment, making it the perfect and stress-free platform to improve at pace (Setiyaningsih & Nurjanah, 2023).

The Memrise application is an educational app that focuses on language learning (Nuralisah & Kareviati, 2020). Memrise is a highly popular language learning app available online and on mobile phones. This app functions like a gamified flashcard app and offers a lot of free content. Many of the contents are created by users, and there is a premium subscription that provides access to additional features (Setiyaningsih & Nurjanah, 2023). Memrise can be a great tool in a learner's arsenal, but the learner will need more to seriously learn a language. Although the Memrise application is related to vocabulary, the Memrise application also focuses on other skills such as speaking (Permata Sari et al., 2024). The Memrise application can help the teacher in teaching speaking. With AI integration, the Memrise app can enhance students' speaking skills. Therefore, the author concludes that Memrise is a very interesting application to use in speaking learning.

Based on the preliminary research, the researcher found that SMP Ma'arif NU 1 Kemranjen is a religion-based school located in Banyumas regency. Despite its religious foundation, the school still allows students to



use gadgets as learning media. The teacher at SMP Ma'arif NU 1 Kemranjen utilizes AI applications to facilitate the learning process, especially in speaking skills, particularly the Memrise application. She explained that she (the teacher) had used this application the previous year. Initially, she felt that students lacked motivation in learning English, and their speaking skills were also inadequate. Therefore, she decided to implement it. In practice, students felt more interested in learning. Not only that, as a teacher, she also feels that the Memrise application greatly helps in boosting motivation and aids in the speaking practice process. This can be proven by research from Suci et al., (2023) which states that the Memrise application can be a boosting application, but in my research the researcher only discussed about the implementation of process and teacher challenges in the English language learning process using the Memrise application. Because of this, the researcher is interested in understanding how the Memrise application is implemented in ELT and what teacher challenges are faced in its implementation.

## **B. CLARIFICATION OF KEY TERMS**

In order to avoid misunderstanding there are several clarifications of key terms that need to be clear. The following are the clarification of key terms of this research:

### **1. Memrise Application**

Memrise is an application to improve language learning, and it serves a very specific sound to find out the vocabulary development. As mentioned by Nuralisah & Kareviati (2020) Memrise application can be operated by using website, and register by using google or facebook account. For the easier and more practical, the user can download it on Google Play Store or App Store. Apart from that, memrise application can also improve 4 skills, namely reading, writing, listening, and speaking. According to Setiyaningsih & Nurjanah (2023). Memrise application is a free online learning tool for students who are familiar

with the drill function in iOS. Memrise is easy to use, and free, but there is a small purchase to upgrade the level. And It is also an interesting, and complete lesson, so the users are not only learning about vocabulary, but it is also developing pronunciation. The learners can access all the courses in full but not all the activities, because the user needs to pay to go on media for speaking skills.

## **2. Media in Teaching**

According to Grabowski & Branch (2003) media in teaching is anything that can be used to convey or distribute material from teacher in a planned manner so that students can learn effectively and efficiently. Media in teaching is used as a support in the learning process, in such a complex learning process requires engaging media. The more engaging the media used by the teacher, the learning can achieve its learning objectives. Where media in teaching is not only used as a tool, but media in teaching also influences the success of learning. Media in teaching also enhances students' critical thinking abilities, students will learn deeply. When students learn deeply, learning will be stored in long-term memory. The examples of media in teaching, visual media, audio, photography, etc.

## **3. Teaching of Speaking**

According to Bailey and Nunan, (2005) speaking is an active process of collectively constructing meaning involving the production, reception, and processing of information. This means that speaking is an interaction where at least two individuals, as speakers and listeners, exchange information to communicate intended messages. The key to this interaction is the ability to communicate clearly so that messages can be conveyed and understood accurately as intended. The definition of teaching of speaking is a systematic process in which individuals learn and develop the ability to communicate orally in a specific language. The main goal of this learning is to enable individuals to speak fluently, clearly, and effectively in various communication situations.

Additionally, teaching of speaking includes the development of active listening skills, responsiveness to communicative contexts, and building confidence in expressing opinions and ideas verbally. Thus, teaching of speaking does not only focus on the technical aspects of speaking but also on understanding and applying relevant social and cultural contexts in oral communication.

### **C. RESEARCH QUESTION**

Based on the background above, the problem that can be formulated in this research: How is the implementation of Memrise application as a medium in teaching speaking at 7<sup>th</sup> grade SMP Ma'arif NU 1 Kemranjen, Banyumas?

### **D. AIMS AND SIGNIFICANCES OF THE STUDY**

#### **1. Aims of the Study**

Based on the research background, the purpose of this study is to find out how is the implementation of Memrise application as a medium in teaching speaking at 7<sup>th</sup> grade SMP M'aarif NU 1 Kemranjen, Banyumas.

#### **2. Significance of the Study**

##### **a. Theoretical**

The information provided by this study to the readers regarding the use of the Memrise application in speaking in teaching English. As a result, the findings of this study may be useful as a guide for future academics who research the fields and topics related to this study.

##### **b. Practical**

In simple terms, the researcher hopes that this research can support formal education in the form of schools, English study programs, and further research. The following is a description of this:

1) Teacher

The teacher is able to be significant in English Language Teaching (ELT), especially using Memrise application as a medium in teaching speaking at 7<sup>th</sup> grade SMP Ma'arif NU 1 Kemranjen.

2) For Researcher

The researcher hopes that the results of this study can help improve the skill in speaking teaching using the Memrise application as a learning medium.

## **E. ORGANIZATION OF THE PAPER**

To make it easier and to find out what is contained in this study, the researcher arranges the structure of this research into five chapters as follows:

Chapter I is an introduction that contains the research background, operational definitions, research questions, research objectives and benefits, an overview of relevant studies, a review of the literature, and research methods.

Chapter II contains the theory of the memrise application as a medium in teaching speaking at 7<sup>th</sup> grade of SMP Ma'arif NU 1 Kemranjen.

Chapter III contains research methods and research design, research locations, research subjects, research objects, data collection instruments, data collection techniques, data analysis, and data triangulation.

Chapter IV contains the results and discussion of the implementation of the memrise application as a medium in teaching speaking at 7<sup>th</sup> grade of SMP Ma'arif NU 1 Kemranjen.

Chapter V contains conclusions and research suggestions. In this chapter, the researcher will conclude the research and some suggestions related to this research.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter will explain the theoretical concepts that support this research, which will be used as a basis and reference to provide relevant knowledge in this field. This section is also done based on previous research, presenting some previous studies related to this study. The analysis written in this study is based on some of the theories discussed in this section.

#### **A. MEMRISE APPLICATION**

##### **1. Definition of Memrise Application**

Memrise application is an online-based application that focuses on language development and improvement (Nuralisah & Kareviati, 2020). Memrise is an online learning application that uses the spaced repetition method to help users learn languages and other topics effectively and interactively (Syarifah Nasution & Wahyuni Hasibuan, 2023). Memrise is a language learning and general knowledge app designed to help users expand their vocabulary and learn new concepts in an interactive and fun way (Adi et al., 2023). The Memrise application has interesting features, where students can use these features to improve their knowledge and language skills (Aprizal & Wachyudi, nd). The Memrise application has 16 language courses, where students can learn several things ranging from vocabulary, conversation, and other skills (Suci et al., 2023).

##### **2. The Features of Memrise Application**

The Memrise application has many interesting features, namely the features of learning new vocabulary, grammar, classic reviews, speed reviews, difficult words, listening skills, studying with local people, and pronunciation. Each of these features can help students develop and improve their abilities, especially in speaking skills.

- a. Learning new vocabulary, in this feature students will be presented with four different types of tests: multiple choice, tapping test, typing test, and listening test.



- b. Grammar learners can locate the Grammar levels within the learner course's dashboard. To begin, just click on the appropriate level and choose "Learn Grammar." Next, learners will be presented with a grammar rule along with several examples. Following this, learners will be required to complete multiple-choice, tapping, and typing assessments based on the grammar topic.
- c. Classic review is a feature designed to display items learners have previously studied in the course. It will remind learners to review these items at the most effective intervals to enhance learner long-term retention.
- d. Speed review is an engaging and rapid method for reviewing items in the course, accessible once the learner has mastered at least 3 words and has items ready to review. During speed review, learner is quizzed on all the words learner has learned up to that point and is due for review. The learner has three hearts displayed at the top of the screen; if time expires before learner finishes, learner loses one heart.
- e. Audio and Visual: Memrise not only uses text but also provides audio and video to help students understand and imitate correct pronunciation. This helps improve overall language comprehension.
- f. Direct Feedback: Some Memrise courses include a feature for direct feedback from native speakers or other users. This helps students in correcting mistakes and improving their speaking and writing abilities.
- g) Rewards and Challenges: Memrise provides rewards and challenges for users who achieve specific learning goals. This can enhance students' motivation to learn consistently.
- g. Flashcards: This feature allows users to learn vocabulary using an effective flashcard method. Teacher can create or use existing flashcards to help students remember important words and phrases.

### 3. Memrise Application for Teaching

The Memrise application is an application that can assist in the learning process, especially for teacher. In practice, the use of the Memrise application for learning purposes has become widespread (Adi et al., n.d.-a, 2019). Memrise is an online learning platform designed to help users learn various subjects, especially foreign languages and cultures. Memrise is well-known for its comprehensive foreign language courses. Users can select the language they want to learn and follow the available courses. The learning materials include vocabulary, grammar, and pronunciation. The use of the Memrise application in learning is not only for vocabulary-based learning methods (Gregory & Zulu, 2024). Memrise employs flashcards to help users remember words and phrases more effectively. Users can learn through repetitions designed to enhance information retention. In the use of teaching, the Memrise application can be used for speaking skill practice. Teacher can utilize Memrise with its listening and other features to practice together (Fadhilawati, 2016).

The use of Memrise to improve speaking skills, especially in the context of learning foreign languages, is particularly beneficial. Here are several ways Memrise can be used for speaking skill practice, Memrise offers courses that focus on speaking exercises (Gregory & Zulu, 2024). Users can follow modules designed to enhance fluency and confidence in speaking. Through features like interactive flashcards, users can practice by listening to and repeating dialogues or common phrases in the target language. This helps improve intonation and pronunciation (Halim & Abidin, n.d., 2022).

Memrise can be used to simulate real-life conversation situations, allowing users to practice their speaking skills with relevant scenarios. Some Memrise courses include direct feedback from native speakers or other users, which helps correct errors and improve overall speaking abilities (S. Subhan, 2022). Memrise uses not only text but also audio and

video to help users understand and express correct pronunciation by consistently using Memrise for speaking skill exercises (Lubis et al., 2023).

In educational settings, Memrise also offers courses on other topics such as history, culture, and general knowledge. This makes it a flexible tool for learning beyond languages (Nasution & Hasibuan, 2023). Memrise utilizes adaptive technology to tailor the learning curriculum to the progress and needs of users. This allows each user to learn at their own pace and receive relevant feedback.

Teacher can use Memrise to instruct students, enabling them to interact with other users in the online community (Siti & Suryani, 2022). The use of Memrise in learning offers an interactive and structured approach to facilitate effective and enjoyable learning processes, particularly for expanding users' vocabulary and language skills, especially in speaking skills (Ramadhanti et al., 2023). From the explanation, the author concludes that the use of Memrise can assist teacher in the teaching process. With its interactive approach and features, Memrise allows students to enhance their skills, especially in language learning, and increase student motivation. Steps for using memrise for teaching are:

a. Creating an account by signing up

Before creating an account the student has to make sure that they have downloaded the application before. The students can download the application in Google Playstore and create an account or they can choose a username or sign in with Facebook or Google account. It is best if students make a profile as their progress will then be saved in case they happen to change their devices. Students can use Facebook or Google credentials as well as to log in. The Profile page is like a report card, informing of how many words students have learned, what badges students have acquired, which learning level students are on, as well as leadership boards (Suci et al., 2023).

b. Choosing a course

In the language section of the site alone there are courses in over 200 languages available (Monica & Duri, 2023). The course screen should roughly indicate how many hours it will take to complete. A course may be divided into levels so it is easier to manage. To choose a course, the students click the “Browse” button at the top of the site. The students can then sort through courses by language or popularity or search for keywords. The students choose English to learn.

c. Starting the learning

The students click on Menubar “Start learning” then wait a moment, after that, this application will show the menubar of each level and the students click the center of the bottom (Subhan, 2022).

d. Learning speaking by using Memrise Application

1) Pre-Activity

According to Suryani (2022) the observation sheet to investigate pre-activities related to the teaching learning process. This part presents the observation results in terms of the preparation activities.

Before integrating the Memrise application into your English teaching strategy, it's crucial to prepare both the students and the learning environment. Here's a structured pre-activity plan to set the stage for effective learning:

a) Introduce the Concept of Memrise

Start by explaining what Memrise is and how it can enhance English learning. Highlight its features, such as immersive lessons with videos of native speakers, gamified learning, and personalized courses. This introduction helps students understand the app's value in improving their language skills and makes them more receptive to using it.

b) Set learning goals

Discuss the specific vocabulary, grammar, or conversational skills that will be the focus of the upcoming lessons. Setting clear objectives gives students a sense of direction and purpose as they engage with the app. For example, you might aim to improve their vocabulary related to everyday situations or enhance their understanding of specific grammatical structures.

c) Familiarize Students with the App

Conduct a brief tutorial on how to navigate the Memrise application. Show them how to create an account, select courses, and utilize various features, such as spaced repetition and progress tracking. Ensuring that students feel comfortable using the app independently will enhance their learning experience (Aprizal & Wachyudi et al., 2020).

d) Create a Class Account or Group

If applicable, consider creating a class account or group on Memrise where students can join. This setup allows for easier monitoring of progress and facilitates group activities later on. It also fosters a sense of community among learners, encouraging collaboration and support (Adi et al., 2019).

e) Discuss Expectations and Responsibilities

Outline what you expect from students regarding usage frequency and engagement with the app. Encourage them to set aside specific times for practice and to take ownership of their learning. This discussion helps establish accountability and encourage students to integrate Memrise into their study routines (Setiyaningsih & Nurjanah, 2023).

f) Engage in a Warm-Up Activity

Before starting with Memrise, engage students in a warm-up activity related to the vocabulary or grammar they will be



learning. This could be a quick discussion, a game, or a brainstorming session that activates prior knowledge and prepares them for new content. Such activities can make the transition to using the app smoother and more engaging (Nuralisah & Kareviati, 2020).

g) Encourage a Growth Mindset

Foster a positive learning environment by encouraging students to adopt a growth mindset (Fadhilawati, 2016). Remind them that language learning is a gradual process and that making mistakes is a natural part of learning. This mindset can help reduce anxiety and increase resilience as they navigate the challenges of learning a new language. By implementing these pre-activity steps, educators can create a supportive and engaging atmosphere that maximizes the effectiveness of using Memrise in teaching English. This preparation not only enhances student readiness but also fosters a positive attitude towards language learning, setting the stage for successful outcomes (Nuralisah & Kareviati, 2020).

2) Activities

According to Santri (2020) memrise application helps it grow as fast as possible and soon the student will have a glorious garden full of memories about what the students have learned.

Students can choose the learning they need starting from easy, medium and difficult:

- a) Set Clear Learning Objectives, Begin by defining specific learning goals for your students, identify the speaking, in each feature there are pronunciation methods, videos and examples of conversations that can be practiced you want them to focus on. This clarity will help you select the most appropriate memrise courses (Deputri et al.).

- b) Characterize Appropriate Courses, the main page of memrise looks like the user (student) is entering outer space, with multiple levels expressed as planets. Memrise offers a variety of courses tailored to different proficiency levels and topics. You can for existing courses or create custom ones that suit your curriculum needs (Aprizal & Wachyudi, 2023).
- c) Incorporate Immersive Content, Utilize memrise immersive lessons that feature videos of native speakers. When students/users enter a level, there are certain numbers of words and phrases which they need to master, before they head on to the next level. This exposure helps students learn pronunciation and contextual usage, making their learning experience more authentic and engaging (Subhan, 2022).
- d) Encourage Regular Practice Students go from one screen to the next as they answer the question correctly. If students give the wrong answer, then it will just take more steps to clear a level as that word or phrase will be re-taught to them. Motivate students to use memrise consistently as part of their homework or independent study (Monica & Duri, 2023).
- e. Public Profile
 

In this public profile shows the point that students get from every level. The profile page is like a report card, informing of how many words students have learned, what badges students have acquired, which learning level students are on, as well as leadership boards. Based on the explanation above about procedures of using the Memrise application, the researcher concludes that there are several activities in using the Memrise application to learn and review teaching (Sari et al., 2024).

#### 4. The Advantages and Disadvantages of Memrise Application

Memrise is known as one of the popular language and general knowledge learning platforms among users seeking effective and engaging ways to enhance their learning abilities (Nuralisah & Kareviati, 2020).

##### a. Advantages of Memrise Application

Here are some examples of the advantages of the Memrise application,

- 1) Spaced Repetition Learning: Utilizing spaced repetition.
- 2) techniques to strengthen users' memory by repeating materials periodically based on difficulty level and user ability.
- 3) Diverse Materials: Providing courses in various languages and subjects, from foreign languages to general knowledge, as well as specialized lessons such as mathematics or natural sciences.
- 4) Interactive and Fun: Using game elements and challenges to enhance user engagement in the learning process.
- 5) Flexible: Allowing users to learn anytime and anywhere through mobile apps or websites (Ramadhanti et al., 2023)

##### b. Disadvantages of Memrise Application

Here are some examples of the disadvantages of the Memrise application,

- 1) Limited Depth: Memrise primarily focuses on vocabulary and phrase learning. It may not provide as much depth in grammar explanations or cultural context compared to other language learning platforms.
- 2) Overemphasis on Rote Learning : Some users feel that
- 3) Memrise's emphasis on repetition and memorization through spaced repetition may lead to rote learning without deep understanding or application of language skills.
- 4) Cost of premium features : while Memrise offers free access to basic features, some advanced features and content may require a subscription, which can be a disadvantage for users seeking comprehensive learning resources without additional costs.

- 5) Internet Dependency: Memrise relies heavily on internet connectivity, which may limit access in areas with poor internet connection or during offline use (Manullang et al., 2023).

These disadvantages may vary depending on individual learning preferences and goals. It's important for learners to evaluate these factors and consider how Memrise aligns with their specific language learning needs and preferences

## **B. MEDIA IN TEACHING**

### **1. The Definition of Media in Teaching**

Media has meaning as one type of component that exists in the students' environment and can increase interest in learning (Hasan et al., 2021). Teaching is an activity part of the learning process (Hounsell, 1997). Meanwhile, according to Nunan (1991) teaching, it is a teaching process carried out by a teacher to students for guidance and development. Media in teaching is anything (tool) that can be used to convey or distribute material from the teacher in a planned manner so that students can learn effectively and efficiently (Putu et al., 2020). So it can be concluded that media in teaching is learning media which are all forms of tools or facilities used to assist the teaching and learning process.

### **2. The Types of Media in Teaching**

#### **a. Visual Media**

Visual media refers to all forms of visual-based media, namely media that uses images, graphics or video as a way to convey information or messages (Crompton et al., 2024). These types of visual media, video, include moving visual recordings that can show actions, processes, or the presentation of information in a dynamic and interactive format (Hounsell, 1997). Infographics is a combination of text visual elements such as diagrams, graphs, icons to explain information visually easily to understand. Multimedia

presentations: like presentation slides that combine text, images, and graphics to convey ideas or information in an interesting and informative way. Animation: The use of moving images to tell a story or explain a particular concept visually and dynamically (Hooper & Rieber, 1995).

b. Audio Media

Audio media refers to any form of media that primarily utilizes sound or auditory elements to convey information messages, or entertainment. It includes various types of media such as: radio, podcast, music, audio books, sound effects. Radio, traditional broadcast radio programs that transmit audio content, including music, news, talk shows, and other forms of entertainment (Linse & Nunan, 2005). Podcasts, On-demand audio programs that cover a wide range of topics, often in episodic formats, and can include interviews, discussions, storytelling, and educational content (Patel & Jain, 2008). Music, recorded songs, albums, and compositions that are distributed through various platforms such as streaming services, CDs, and digital downloads (Mackey, 1967). Audio media plays a significant role in communication, entertainment, and education by engaging the auditory senses and conveying emotions, information, and narratives through sound (Hikmah et al., 2017). Advancements in technology have expanded the accessibility and versatility of audio media, allowing people to create, distribute, and consume audio content across various platforms and devices (Linse & Nunan, 2005).

c. Audio Visual Media

Audio visual media refers to any form of media that combines both auditory (sound) and visual (sight) elements to convey information, messages, or entertainment (Linse & Nunan, 2005). This multimedia approach integrates audio and visual components to create a richer and more engaging experience for the audience.



Examples of audiovisual media include: Movies and Films, Television Shows, the broadcast or streamed programs that use audio and visual content to entertain and inform viewers. Interactive Multimedia Presentations: Digital presentations or slideshows that incorporate both audio and visual. Video games, the interactive digital entertainment that combines audio (sound effects, music, voice acting) with visual elements (graphics, animations, user interface) to create immersive experiences for players (Patel & Jain, 2008). Online educational applications, the platforms like Ruang Guru, Memrise, Duolingo, etc (Crompton et al., 2024).

Audio visual media leverages the strengths of both auditory and visual senses to create a more compelling and effective means of communication, entertainment, and education. It is widely used across industries such as entertainment, advertising, education, and business to engage audiences, convey messages clearly, and evoke emotional responses through a combination of sight and sound (Hooper & Rieber, 1995).

### **3. The Types of Media in Teaching Speaking**

In teaching speaking skills, the use of media can enrich students' learning experiences and increase learning effectiveness. According to research from Nuralisah & Kareviati, (2020) the following are some examples of media that can be used in teaching speaking, audio recording, video clips, podcasts, and online platforms, etc. According to Hikmah (2019), media in teaching speaking is divided into several characteristics, including:

#### **a. Visual Media**

Visual media is a medium that conveys messages with various communication symbols that can be understood through an effective and efficient delivery process. According to Hikmah (2019) there are several visual media that can be used, including:

##### **1) Picture**

The images used are generally like photos, books and illustrations. These images can be a medium for speaking because this visual media can easily provide language teaching that can be used as a medium to teach vocabulary, speaking and writing. Students can apply it in ongoing learning.

## 2) Comic

Comics present words and images that are loved by children and adults. Comics can be used as one of the media in learning speaking. In comics, you can find new vocabulary and phrases so that this can improve students' speaking skills.

## 3) Computer

Computers have a role in providing students with the ability to communicate with others through online applications that facilitate students to practice speaking using modern technology.

## 4) Board

Some whiteboard media such as whiteboard, sticky board, flannel board, and magnetic board. What can be used as visual media here is the whiteboard, the function of the whiteboard is also to summarize lessons in the form of illustrations, graphics, or images.

## 5) Textbook

Textbooks are logical and systematic presentations of material in a particular science and field of study. The function of this textbook is as a tool to encourage students to choose Techniques to improve teacher skills in unifying subject matter. So, with this textbook it can be used as a visual media.

## 6) Newspapers and Magazines

Newspapers and magazines are included as printed communication media that have a role and influence in the wider

community. The function of newspapers and magazines is as actual reading material about the latest data that attracts attention, and can be a means of learning to write articles that enrich vocabulary, and improve speaking skills. So with this media can be used as visual media because it can provide contextual tasks so as to attract students' interest in discussing actual topics.

#### 7) Literary Works

Literary works are a branch of literary science that processes words as raw materials to create ideas. Literary works can be in the form of drama, short stories, and poetry. The function of literary works can motivate students in developing interpretive abilities in expanding students' abilities. So this can be used as a visual learning media.

#### 8) Augmented reality media

Augmented reality can be interpreted as a technology that is able to combine objects, where dimensions are united into a real environment. Augmented reality can also be used to visualize abstract concepts in arranging objects in more detailed images.

#### b. Audio Media

Audio media is defined as media related to the sense of hearing. This media can be used as teaching materials that can stimulate students' thoughts, attention, and abilities so that the learning process occurs. According to Sadiman (2002) audio media is divided into several parts, including:

### 1) Podcast

A podcast is an audio recording of a discussion on a particular topic that can be listened to. Podcasts can be used as learning audio materials that are useful for classroom activities such as discussions and so on. Covers various pronunciations and accents for speaking learning (Prayudha, 2023)

### 2) Radio

Radio is one of the audio media delivered through wave transmission. Radio can be used to develop children's imagination through broadcast messages, radio becomes a media tool for learning speaking skills because radio is very good at developing children's imagination through broadcast messages (Patel & Jain, 2008).

### 3) Tape recorder

Tape recorders can be used to play sound. This tool can also be used by students to record conversations, a teacher can improve students' speaking skills to test their listening skills. (Wibowo & Khairunas, 2019). With that, students can find mistakes in speaking by repeating listening so that this can be used as audio learning media (Suadi, 2020).

### 4) Compact Disk

This media is used to store data digitally. With its simple form, this CD can store data with clear quality, and its recording ability is strong (Fitriani et al., 2015).

### c. Audio visual media

Anderson (1994:99) states that audio visual media is a series of electronic images accompanied by audio inserted into a video tape. The series of electronic images is then played with a video cassette recorder or video player.

### 1) Film

Films are also one of the media in effective speaking learning by watching films, students can master the pronunciation of vocabulary. Students can also learn how to pronounce pronunciation from native speakers so that over time they will get used to pronouncing it correctly and clearly (Gayed et al., 2022).

### 2) Television

Television is one of the important media to help students master vocabulary and teach correct pronunciation. Therefore, television is also considered important in the process of learning speaking (Putu et al., 2020).

### 3) Youtube

Youtube is one of the applications that allows to improve students' language skills and provide information widely. According to Clark and Mayer (2002), Youtube can also facilitate the learning process by reducing students' cognitive load so that English learning becomes fun, effective and easy. Memrise application is a language learning application that is famous for its unique and interactive learning. (Sukarno, 2020) Memrise is an educational application used by language learners to learn irregular working words, this application can be said to be a “game” based learning media application as stated by (Mahmudah, 2018). Learning media with various forms, both audio, visual, and audio visual, are present to facilitate the process of teaching and learning english because they can encourage student learning motivation. According to Hakim et al., (2018) interactive learning requires conformity in the use of sound, patterns, movements, symbols and multimedia integration in daily lessons. Interactive learning requires complete aspects and stages of learning. By using in interactive



learning model based on online activation. (Duc Thuan & Author, 2021)

## **C. TEACHING OF SPEAKING**

In the discussion of teaching of speaking, the author will discuss the definition of teaching of speaking and the strategies of teaching of speaking.

### **1. Definition of Teaching Speaking**

According to Hedge (1993,) teaching is the deliberate and systematic process of facilitating learning and development in individuals by imparting knowledge, skills, and understanding through various methods such as instruction, demonstration, discussion, and evaluation. According to Sudarmo (2021), speaking is a communication activity that involves using words or spoken language to convey thoughts, ideas, or information to other people verbally. According to from Fitriani et al., (2015) the definition of teaching of speaking is the process by individuals acquiring the ability to understand, use, and communicate in a particular language. And the researcher concluded that the teaching of speaking is teaching skills in the field of language carried out by a teacher whose aim is to educate students so they can communicate orally.

### **2. The Strategy of Teaching Speaking**

A teacher strategy is a plan or method that teacher use to help students learn better. It includes different ways of teaching and organizing the classroom to make sure students understand and succeed (Perianto, 2017). According to Razi et al., (2021) there are several types of teaching strategies, especially in speaking skills, namely role play, language games, drilling, story telling, and others. Role play is a technique used to train students to speak in situations that are similar to real life. In role play, students are asked to play certain roles, such as playing characters in predetermined scenarios or situations (Hasriadi,

2022). Language games refer to activities or exercises designed to make learning a language more engaging, interactive, and enjoyable.

In the educational environment, students are required to be able to speak in the learning process. Students must be able to express their ideas. They must also be able to answer questions or ask questions well during the learning process. (Patel & Jain, 2008) Students are required to be able to express opinions, refute the opinions of other students, or influence other students to follow their train of thought. (Sudarmo, 2021) Students may have mastered how to speak, but the skills that must be mastered are mainly only the ability to speak in certain situations, both face to face and in small groups. The current English conversation learning system must prioritize students' communication skills because in this way students will be able to appreciate themselves to learn to follow English rules when communicating. (Linse & Nunan, 2005). According to Saftriani, techniques in teaching English speaking skills are very important to encourage students to improve their speaking skills. In the selection and use of teaching techniques can result in decreased student learning motivation. The selection of English speaking skills teaching techniques is adjusted to the level of education.

Techniques in teaching English language skills are very important to improve students' speaking skills. Selection of English speaking skills teaching techniques that are adjusted to the level of education:

a. Discussion

Discussion is an effective teaching technique to help students create a more active environment in speaking. This discussion can be interpreted as the process of talking between more than two people or even more face to face. It is done in groups through verbal exchange of ideas to get the goal of what is being discussed in the group. Students can discuss until they reach a conclusion, in this way the purpose of the discussion can be achieved (Welly, 1989).

b. Roleplay

This technique is done to improve students' speaking skills by playing roles. A game can be used as a role because in playing in everyday life it can communicate, with role play students can express feelings. This, students can get problems to discuss and understand, then students will be motivated (Ments, 1999).

c. Simulation

This simulation technique if done can increase students' self-confidence because in the game activities students are focused on getting results that allow students to experience the material directly. By participating, players will have a more concrete experience so that it helps to get a more concise understanding even through analogy (Harmer, 1984).

d. Storytelling

Storytelling is a technique to convey something that you want to talk about or tell. By telling something interesting to convey with a clear intonation that has a clear purpose, then by telling this technique is often used in the teaching and learning process because this technique can train listening skills in a fun way (Brewer, 2007).

e. Story Completion Technique

Developing speaking skills through completion, this completion is done when the teacher gives students space to speak according to the targets they want by providing an environment that supports students to speak until they can complete communication in the classroom clearly. Therefore, teacher can respond and comment on students and give positive signs to encourage students to speak more (Hamsi, 2018).

## **CHAPTER III**

### **METHODOLOGY**

This chapter describes the research methodology, including research design, research sites and times, object and subject of the research, data collection techniques and data analysis.

#### **A. RESEARCH DESIGN**

Qualitative research is a case study that investigates and the results are also cases (Creswell et al., 2006). Qualitative methods solve problems or simply investigate the problem (Indrawan and Yaniawati, 2017). The qualitative approach was chosen as the research methodology because it focuses on subjective assessments of attitudes, opinions, and behaviors that occur in natural conditions that are explained with detailed descriptions of the situation using interviews, observations, and documents (Creswell et al., 2006). Then, the data is presented in the form of descriptive text.

This research uses a descriptive qualitative method in achieving the aims. This qualitative research starts from a theory that is proven by field data. In this case, the researcher interprets and explains the data obtained by interviewing the research subjects, including the English teacher 7<sup>th</sup> which is complemented by field observations to get answers to the research questions in detail and clearly. Specifically, this research uses a case study as the research approach. In practice, researcher visit the research setting to extract information on the subjects to gain a deeper understanding. In this situation, the researcher examines the implementation of Memrise application in English Language Teaching on speaking skills especially at SMP Ma'arif NU 1 Kemranjen.

#### **B. OBJECT AND SUBJECT OF THE RESEARCH**

##### **1. Object of the Research**

The object of this research was the implementation of memrise application as a medium in teaching speaking at 7<sup>th</sup> grade of SMP Ma'arif NU 1 Kemranjen, Banyumas Regency.

## 2. Subject of the Research

The subjects of this research is the English teacher. This research be conducted in grade 7<sup>th</sup> of SMP Ma'arif NU 1 Kemranjen because many students in this class have problems with speaking skills. Based on the preliminary research, the problems usually faced by students in learning speaking are they have weakness in speaking skills and feel disinterested in learning English. The English teacher this research also found the implementation of Memrise application in speaking skills, especially the grade 7<sup>th</sup> English teacher. Based on the preliminary research, the teacher applied the memrise application in ELT, especially in speaking skills.

## C. DATA COLLECTION TECHNIQUES

The researcher conducts observations and interviews as the techniques of the data collection.

### 1. Observation

In the observation, the researcher observed the 7<sup>th</sup> students and teacher of SMP Ma'arif NU 1 Kemranjen. The researcher will focus on observing the implementation of Memrise application at 7<sup>th</sup> grade in speaking skills. This activity was to find out data from the informant who answered research question number 1. This type of observation is non-participant observation. Non-participant observation is a research method where the observer does not actively engage or interact with the group or environment they are studying. Instead, the researcher remains separate from the group and simply observes the behaviors, interactions, and activities of the participants without influencing or becoming involved in them (Strauss & Corbin, 2003). Observations were made to obtain accurate and factual information about the implementation of memrise application as a medium in teaching speaking at 7<sup>th</sup> grade of SMP Ma'arif NU 1 Kemranjen, Banyumas Regency.

Observations were made in five times, on October 2024. This is because the researcher wants to know from 5 meetings and 5 materials



in the implementation of the Memrise application. With these 5 meetings, it increases the accuracy of the data from the researcher in the research process. In addition, researcher can capture research variations, so that, can provide a more comprehensive and valid picture. In this observation, the researcher used an instrument obtained from the theory from (Nunan, 1991) related to the communicative learning. During the observation, the implementation of memrise application as medium in teaching speaking at 7<sup>th</sup> grade was investigated. This observation used observation checklist. So, this is the detail table of observation.

No	Activities	Yes	No	Meeting
1.	SLO (Set Clear Learning Objectives)			
2.	CAC (Characterize Appropriate Course)			
3.	IIC (Incorporate Immersive Content)			
4.	ERP (Encourage Regular Practice)			

## 2. Interview

In order to strengthen the data, the interview was conducted through interviews by the teacher. The first is a question and answer with the English Teacher of SMP Ma'arif NU 1 Kemranjen about the teaching speaking using the Memrise application. The interview was conducted in a semi-structured interview in which, this interview included a series of open-ended questions. The interview was conducted using an audio recording. After that, the interview was transcribed by the researcher.

The teacher was asked some questions related to the implementation of memrise application as a medium in teaching speaking at 7<sup>th</sup> grade.

### 3. Documentation

Documentation was a systematic activity or process in collecting, searching, investigating, using, and providing documents (Surahman & Rachmat, 2016). The aim was to obtain the information, knowledge information, and evidence and disseminate it to users (Rijali, 2019). To obtain complete and valid data, the researcher collected by documenting learning materials, lesson plans, photos of learning activities, and the project of learning activities. The aim was to obtain information, knowledge information, and support the main data. In this study, the document was a lesson plan made by an English teacher 7<sup>th</sup> grade at SMP Ma'arif NU 1 Kemranjen.

## D. DATA ANALYSIS

Qualitative analysis consists of three stages, namely data reduction, data display and conclusion or data verification.

### 1. Data Reduction

The data of this research are collected by observations, interviews, and documentation. Therefore, the data for this research was combining these three techniques which are commonly called data triangulation. This research did not include all the data from observations, interviews, and documentation so this research chose the relevant data from the researcher wrote. The data reduction technique in this study was taken by researcher from each action activity. Data reduction techniques in this study were taken from the results of interviews, observation and documentation so that the researcher chose the relevant data from the researcher (Sugiyono, 2010). Data reduction techniques in this study were taken by researcher from teacher interviewed about the implementation of memrise application as medium in teaching speaking at 7<sup>th</sup> grade of SMP Ma'arif NU 1

Kemranjen, Banyumas Regency and the results of classroom observations taken to complement and simplify the data.

## 2. Display Data

Data display was the next step after data reduction. After choosing the important things that are needed, this research wrote down the results of the data in the form of a brief description of this study. In presenting the data the researcher used a qualitative descriptive method which was taken based on the activities that have been carried out by researcher in the field (Sugiyono, 2010). In this section, data that is unimportant and unrelated to the topic is eliminated by the study, so that the data is valuable and meets all research problems.

## 3. Data Verification

Draw the conclusion was the result of all the data that has been entered and written in the presentation of the data. Data verification was carried out to check the validity of the data from the sources studied with the result data that the researcher obtained from the field (Rijali, 2019). This data validation was carried out by researcher from the implementation of memrise application as a medium in teaching speaking at 7<sup>th</sup> grade of SMP Ma'arif NU 1 Kemranjen, Banyumas Regency. Thus the researcher presented and checked the correctness of the data obtained from beginning to the end.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

In this chapter, the researcher presents analysis and discussion data to answer the problem formulation that has been collected by the researcher through interviews, observation and documentation. The important point of this chapter is to analyze how the implementation of Memrise application as a medium in teaching speaking at 7<sup>th</sup> grade SMP Ma'arif NU 1 Kemranjen

In the implementation of Memrise application as a medium in teaching speaking at 7<sup>th</sup> grade SMP Ma'arif NU 1 Kemranjen, this was guided by English teacher at SMP Ma'arif NU 1 Kemranjen, especially in 7<sup>th</sup> grade. Research activities begin with observations of the location, teacher and students to see the situation and conditions of the class as the subject and object of research. Next, conduct the first interview with the English teacher as an English teacher, especially in 7<sup>th</sup> grade to obtain information regarding the implementation Memrise application as a medium in teaching speaking on English language learning. Before conducting the interview, the researcher first discussed the right time to conduct the interview, with the English teacher. And this research has been conducted on Wednesday 30<sup>th</sup> October 2024 – 20<sup>th</sup> November 2024.

The researcher conducted an observation on October 17<sup>th</sup>, 2024, in the observation, the English teacher explained that SMP Ma'arif NU 1 Kemranjen had implemented the Memrise application as a medium in teaching speaking since 2023. The teacher has also used the Memrise application to help students improve their English speaking skills. In the observation, the teacher showed how this application is used in teaching and learning activities, including the use of features such as pronunciation exercises, vocabulary, and interactive dialogues that can help students practice speaking independently. In addition, the teacher revealed that students seemed more enthusiastic about taking speaking lessons after using this application, because they could see the development of their abilities through the scores and achievements recorded in the application. However, the teacher also noted that some students still had difficulty pronouncing some more complex words

or sentences, even though they had tried hard with the help of the application. From that, it could be an improvement by the teacher in the next lesson.

From the observation, it was found that teacher had implemented the Memrise application in previous learning. This is supported by the results of interviews conducted by researcher on October 17<sup>th</sup>, 2024. The following are the interview results obtained,

“With the development of education, I am as an English teacher, realize the need for creativity in implementing digital applications in learning. In 2023, students at this school will be given permission to use handphones in learning activities. With this, I am thinking about making new innovations at school. This is the Memrise application which can improve listening, speaking and writing skills.”(interview transcript on 17<sup>th</sup> October 2024)

From the explanation above, English teacher at SMP Ma'arif NU 1 Kemranjen, with the opportunity of using handphones to support the learning process, with this support, of course, increasing students' abilities in several skills;

"Initially, I told the students' parents to provide students with cellphones on Tuesdays, and this was supported by the students' parents because the students were increasingly enthusiastic about learning English. And this certainly increases my enthusiasm to continue to innovate, as evidenced by the fact that students' scores have increased in the last year. And I want to implement the use of this application in class 7". (interview transcript on 17<sup>th</sup> October 2024)

The researcher decided to implement the Memrise Application after observing a teacher who used it in their classroom the previous year. This observation was made through direct classroom visits, where the researcher monitored both the teacher's and students' activities during the learning process. Additionally, the researcher reviewed the outcomes of learning assessments conducted using the Memrise application to enhance speaking skills. Below are the steps followed in the implementation of the Memrise Application, along with a description of each research phase:

#### **A. Planning Stage of Implementation Memrise Application in ELT**

In the implementation of the Memrise application in ELT, researcher found results, namely the preparation stage. In the results of the first research observation, namely on October 30, 2024, the researcher found that teacher made preparations before teaching and learning activities. In this preparation



activity, there are several stages carried out, namely determining Learning Objectives, making lesson plans, determining learning materials, determining immersive content. Teacher plan the use of this application in a broader context, considering the needs and abilities of students. For example, teacher choose materials that are relevant to the topic being taught in class, and choose the appropriate level of difficulty so that students do not feel burdened but remain challenged. In designing teaching modules, teacher integrate the Memrise application with appropriate learning approaches.

In addition, in the observation conducted on October 30th, 2024, the teacher also prepared immersive content involving the use of audio and video to help students understand and master the correct pronunciation and intonation of English. The teacher chose videos or dialogues that were close to students' daily lives, so that they felt more connected to the material being taught. All of these preparation stages were designed with the aim of maximizing students' learning experience using the Memrise application as an effective and enjoyable English learning medium. After the preparation stage was completed, the learning activity was continued with the application of the Memrise application in the classroom to improve students' speaking skills in English.

In English language learning, the teacher initial activities involve the planning stage (Kariadi, Riyanton et al., 2021). This stage serves as preparation for the teaching and learning process and is typically outlined in a lesson plan, which guides both the teacher and students during the implementation (Hedge, 1993). In this study, the planning phase focused on preparing for the integration of the Memrise Application in English Language Teaching (ELT), particularly for developing speaking skills (Adi, 2019).

The lesson plan for this research was structured to include the planning, implementation, and evaluation phases. It also outlined the learning objectives, teaching methods, media tools, learning resources, as well as the learning steps, student worksheets, and assessment details as follows:

### **1. Set Clear Learning Objectives (SLO)**

In the first observation, lesson on October 30, 2024, the teacher determined clear learning objectives, where each learning objective in each meeting was different and adjusted to the material to be taught. The first objective was related to greetings material where students were expected to be able to master various types of greetings in English, both formal and informal, and to be able to pronounce them correctly in appropriate situations. The teacher emphasized the importance of correct pronunciation and intonation when greeting others. In the next meeting, the material taught focused on introduction. The purpose of this material is for students to be able to introduce themselves in English in a simple and clear way, such as stating their name, age, and origin. Students are also trained to introduce others using appropriate and easy-to-understand sentences.

The next material is like and dislike, the purpose of this material is for students to be able to express their preferences by using sentences such as "I like..." and "I don't like..." in the right context. Students are also trained to give reasons why they like or dislike something, which aims to improve their speaking skills in everyday conversation situations. After that, the material taught is asking and giving help. At this stage, students are expected to be able to use appropriate phrases to ask for and give help, such as "Can you help me?" or "I can help you." The purpose of this learning is to equip students with the necessary speaking skills in situations where they need or give help.

The last material taught is asking and giving information. In this meeting, the learning objective is for students to be able to ask and give information in English about things like time, place, and direction. Students are taught how to use the correct interrogative sentences and provide information clearly and effectively. At each stage, the teacher uses the Memrise application to help students practice vocabulary, pronunciation, and relevant sentences. Each material has specific and measurable learning objectives, which help students to learn and improve their speaking skills gradually, from greeting introduction to asking and giving information. In

this way, the teacher ensures that the speaking learning process takes place in a structured and effective manner. The following are Learning Objectives from English teacher based on the curriculum related to the implementation of the Memrise application in speaking,

LEARNING OBJECTIVES GREETINGS & GRATITUDE MATERIALS	Identifying the context, main ideas and detailed information from simple oral/written interactional texts in the form of greetings and saying thank you presented in multimodal forms in the classroom and the environment.
	Explaining the context, main ideas and detailed information from simple oral/written interactional texts in the form of greetings and saying thank you presented in multimodal forms in the classroom and the environment.
	Expressing ideas from various types of simple oral/written interactive texts in the form of greetings and saying thank you, presented in multimodal form in the classroom and the environment.
	Using simple oral/written interactive text structures in the form of greetings and thanks presented in multimodal form in the classroom and the environment.
	Analyzing the structure of simple oral/written interactive texts in the form of greetings and thanks presented in multimodal form in the classroom and the environment.
	Applying simple oral/written interactive text structures in the form of greetings and saying thank you presented in multimodal forms in the classroom and environment.
	Designing simple oral/written interactional texts in the form of greetings and saying thank you presented in multimodal form in the classroom and environment.
	Producing simple oral/written interactional texts in the form of greetings, saying thank you and apologizing presented in multimodal form within the family and class.

*table 4. 1 learning objectives of greetings and gratitude*

LEARNING OBJECTIVES INTRODUCTI ON	Identifying context, main ideas and detailed information from simple oral/written interactional texts in the form of introductions.
	Explaining the context, main ideas and detailed information from simple oral/written interactional texts in the form of introductions.
	Expressing ideas from various types of simple oral/written interactive texts in the form of introductions.
	Using simple oral/written interactive text structures in the form of introductions.
	Applying simple oral/written interactive text structures in the form of introductions (speaking).

*table 4. 2 learning objectives of introduction*

LEARNING OBJECTIVES LIKE AND DISLIKE	Identifying context, main ideas and detailed information from simple oral/written interactional texts in the form of like and dislike material.
	Explaining the context, main ideas and detailed information from simple oral/written interactive texts on like and dislike material.
	Expressing ideas from various types of simple oral/written interactive texts on like and dislike material.
	Analyzing the structure of simple oral/written interactive texts on like and dislike material.
	Applying simple oral/written interactive text structures on like and dislike material.
	Designing simple oral/written interactive texts on like and dislike material
	Producing simple oral/written interactive texts on like and dislike material

*Table 4. 3 learning objectives of like and dislike*

LEARNING OBJECTIVES ASKING AND GIVING HELP	Identifying context, main ideas and detailed information from simple oral/written interactional texts in the form of asking & giving help material
	Explaining the context, main ideas and detailed information from simple oral/written interactive texts on asking & giving help material
	Expressing ideas from various types of simple oral/written interactive texts on the material of asking & giving help
	Analyzing the structure of simple oral/written interactive texts on the material asking & giving help
	Applying simple oral/written interactive text structures on the material of asking & giving help
	Designing simple oral/written interactive texts on the material of asking & giving help
	Producing simple oral/written interactive texts on the material of asking & giving help



*table 4. 4 learning objectives of asking giving help*

LEARNING OBJECTIVES ASKING AND GIVING INFORMATI ON	Identifying context, main ideas and detailed information from simple oral/written interactional texts in the form of asking & giving information.
	Explaining the context, main ideas and detailed information from simple oral/written interactive texts on asking & giving information.
	Expressing ideas from various types of simple oral/written interactive texts on the material of asking & giving information
	Analyzing the structure of simple oral/written interactive texts on the material of asking & giving information
	Applying simple oral/written interactive text structures on the material of asking & giving information
	Designing simple oral/written interactive texts on asking & giving information material
	Producing simple oral/written interactive texts on the material of asking & giving information

*table 4. 5 learning objectives of asking giving information*

Based on the learning objectives above, researcher try to link them to theory. In the process of formulating learning objectives, they are tailored to meet the students' needs (Anitah, 2007). When presented to students, these objectives set clear expectations, guide their learning journey, and help them stay focused on their studies (Hedge, 1993). According to (Munzenmaier, 2013) learning objective as the specific statements of what learners are expected to achieve by the end of a lesson or course. He categorized them into cognitive, affective, and psychomotor domains, which later became the foundation for designing and assessing educational outcomes. And from (Gagne, 1985), Robert Gagne defines learning objectives as statements that describe the expected outcomes of instruction in terms of the learner's behavior or performance, specifying the conditions under which the learning will occur and the criteria for acceptable performance. This highlights the focus on outcomes and criteria for assessing learner success (Warsita, Bambang, 2008). From theories, so the researcher conclude that, a learning objective is generally defined as a precise, measurable statement that outlines what learners are expected to achieve after a



lesson, course, or program. It guides both teaching and assessment, ensuring that educational activities are aligned with desired outcomes.

The teacher prepares a lesson plan for English instruction, specifically for speaking teaching, using the Memrise Application. The purpose of this lesson plan is to streamline, accelerate, and enhance the quality of learning. It serves as a guide for the teacher during the teaching process and provides a framework that outlines the procedures and organization needed to achieve the desired learning outcomes. Additionally, the lesson plan is structured to align with the flow of the lesson, allowing the teacher to maintain focus throughout the learning process (Grabowski & Branch, 2003).

## **2. Characterize Appropriate Courses (CAC)**

Before the teaching, the teacher made preparations by characterize materials that were tailored to the courses in the Memrise Application. The Memrise application has many courses with pre-determined learning objectives, which allow teacher to choose materials that are in accordance with the learning objectives they want to achieve. The teacher determine how to prepare the materials in Memrise by selecting courses that are relevant to the learning topics to be taught, such as greetings & gratitude, introductions, likes and dislikes, asking and giving help, and asking and giving information. Each course in Memrise has a different level of difficulty, ranging from beginner to advanced. Teacher decide to choose materials at the right level according to the abilities and needs of students. For example, for greetings and introductions, teacher choose a more basic level, while for materials, such as, asking and giving help and asking and giving information, teacher choose a slightly higher level according to the development of students' speaking abilities.



*figure 4. 1 CAC of Memrise*

In addition, teachers also pay attention to examples of material content in the Memrise course, such as watching practice videos from native speakers, practicing vocabulary pronunciation as a prelude to speaking activities, then continuing with conversation dialogue activities, in addition to continuous speaking practice activities. Teachers adjust these material examples to contexts that are relevant to students, and ensure that the characterized material can facilitate students' speaking practice in an interesting and effective way. Teachers also prepare several additional activities outside the Memrise application to explore more complex materials, while still integrating the Memrise application as the main media in learning.

From the result of observation, it can be concluded that the teacher chose several English language materials that focused on speaking skills with some activities. In the first lesson, the primary goal was to enhance students' motivation and enthusiasm, especially with material that was relatively easy but still enjoyable for them (Monica & Hubbulwathan Duri, 2023). The teacher intentionally chose a topic that students were likely already familiar with, to create a comfortable starting point for the learning process (Fadhilawati, 2016).

For instance, in the first meeting, the teacher focused on a learning objective centered around greetings and expressions of gratitude, which are fundamental language skills often taught in elementary school. The teacher recognized that while these concepts were not new to the students, they

could still benefit from revisiting and reinforcing these expressions in a more engaging context. The use of the Memrise application in this lesson played a pivotal role in sparking students' interest. Memrise's interactive features, such as gamified learning and spaced repetition, helped students connect with the material in a more dynamic way, making the lesson more enjoyable and effective (Nuralisah & Kareviati, 2020).

By beginning with familiar content in an interactive and engaging format, the teacher aimed not only to solidify foundational knowledge but also to set a positive tone for the upcoming lessons (Setiyaningsih & Nurjanah, 2023). This approach was designed to create a fun and motivating learning environment, which in turn would encourage students to remain engaged and excited about the more complex topics that would follow in subsequent lessons.

At the next meeting, the teacher chooses Introduction material as the focus of learning. The choice of this material is strategic because self-introduction or introduction material is a very important part of language learning, especially in improving basic speaking and communication skills. Teacher realize that mastering this material is a crucial first step in building students' confidence in speaking English, and can open up opportunities for them to be more active in social interactions (Maryam, 2023).

To ensure that learning is effective and learning objectives are achieved, the teacher has prepared clear and structured learning objectives in this introductory material (Rabab'ah, 2004). The objective of the learning objective is that students can understand and master how to introduce themselves, state personal information briefly and precisely, and use expressions that are commonly used in introductory situations (Hedge, 1993). Apart from that, teacher also expect that students can apply this material in real situations, such as talking with classmates or in daily activities.

At this stage, the use of the Memrise application is re-integrated into learning to help students more easily remember and pronounce the

expressions needed in the Introduction material (Fadhilawati, 2016). Memrise provides interactive exercises, such as listening and imitating conversations, that help strengthen students' abilities in pronunciation and understanding context (Nuralisah & Kareviati, 2020). In this way, not only are learning objectives achieved, but students can also be more motivated to be active in the learning process because this application offers a fun and technology-based learning experience.

For the next lesson, the teacher characterizes the material on likes and dislikes. The learning objective for this topic was designed to be as engaging as possible, with a strong emphasis on enhancing speaking skills (Pakula, 2019). The teacher aimed to encourage students to express their preferences and opinions in English, using a variety of phrases and vocabulary related to likes and dislikes. Activities were planned to facilitate interactive speaking exercises, such as pair work and group discussions, where students could practice forming sentences and engaging in simple conversations. By focusing on communication, the teacher hoped to build students' confidence and fluency in speaking, while making the learning process both enjoyable and practical (Nuralisah & Kareviati, 2020).

Then the next material is asking and giving help and the last one is asking and giving information. Teacher chooses this material because it fits the daily communication needs that are important for students to learn. The ability to ask for help politely and ask for information clearly is very necessary in social and professional life. This material teaches students how to communicate effectively in situations that require cooperation, both in formal and informal contexts, as well as increasing their empathy and social skills in interacting with other people. In this way, students can be more confident in communicating and building positive relationships.

### **3. Incorporate Immersive Content (IIC)**

In the results of the observational research conducted by researcher on October 30, 2024, in the planning stage there is incorporated immersive



content, in this section, through the Memrise application, learning can become immersive content where there is an in-depth experience, especially for example in speaking practice, for example in preparation in the first material, the teacher provides immersive content, in the greetings and gratitude material, "Good Morning, Good Evening" through Memrise immersive content which provides a listening section and can then be used as an in-depth experience for students, so that the material can be easier to understand. Another example in the second material, introduction, there is immersive content in the Memrise application, namely, "My name is ...", "Hello everyone..I'm ..", "Let me introduce myself ..". Then another example is in the third material, like and dislike, there is immersive content, namely, "I like meatball", "I dislike burger". Then another example in the fourth material, asking and giving help, there is immersive content, namely, "Can you help me?", "I would like to help you". And in the last material, namely, asking and giving information, there is immersive content, namely, "Do you know about this...", "Can I ask you about the news", "Can you give me the direction...".

Incorporate Immersive Content (IIC) means adding content that makes users feel as if they are in a different world (Setiyaningsih & Nurjanah, 2023). This immersive content often uses technologies such as virtual reality (VR), augmented reality (AR), or 360-degree video to create an immersive and realistic experience (Subhan, n.d., 2019). In language learning, IIC can be used to create a conversational situation that seems real, such as talking in a restaurant, airport, or other place. Students can practice speaking with virtual characters (premium), which helps them feel more prepared to speak in real-life situations (Dwi Aprizal & Wachyudi, n.d.). With IIC, students not only learn words and phrases, but also experience firsthand how those words are used in real contexts (Lubis et al., 2023). This makes learning more fun, engaging, and easier to understand. In addition, immersive content also helps students feel more confident in speaking because they are practicing in a safe and fun environment.



In this case, the teacher chooses the Memrise application for English learning that focuses on speaking skills. With the explanation above, it shows that the Memrise Application can be an in-depth learning experience so that students can more easily understand English material (Suci et al., 2023). So from the material, the learning objectives that have been prepared previously, are also adjusted to the content of the material in the Memrise Application.

"From the preparation of the materials that have been characterize, I also adjust them to the contents in the Memrise Application, for example, in Memrise there is material about greetings, I give it at the beginning, I adjust it to what vocabulary must be learned in the first meeting, then I also teach how to pronounce it. Likewise with the next content material." (interview transcript on 30<sup>th</sup> October 2024)

## **B. Learning Process (Core Activity) Stage of Learning and Steps Practice using Memrise Application**

After the teacher has carried out a series of preparation stages in implementing the Memrise Application, the teacher carries out the core learning process. Where in this stage, the teacher provides an understanding first, and in the next stage the researcher writes down the results of the steps from the Memrise implementation practice in speaking, there are several steps that need to be prepared, namely;

### **1. Introduce the application in easy-to-understand language**

The results of the study in the form of observations conducted at the first meeting, namely, October 30, 2024, in this study, found the results, namely before the teacher applies the Memrise application to students, the first stage is introducing the Memrise application to students, starting from introducing the features in the Memrise application, the purpose of using the Memrise application, and the benefits of using the Memrise application. So that learning is more structured and clear. "Okay, before, have you ever used the Memrise application? So today we will learn material 1 to 5 using the Memrise application. The Memrise application is an English learning application that can improve your vocabulary, not only that, the Memrise application can also improve your speaking skills". Then the teacher

introduced what Memrise is, "So Memrise is an application that can be used to hone vocabulary, and most importantly your speaking skills."



*figure 4. 2 the introduction of Memrise*

From this stage, the teacher has introduced the application, where the introduction of the application will make it easier for students to understand and use the Memrise application. In addition, students also know the features in the Memrise application, as well as the benefits of using the Memrise application. With a good introduction, students can feel the maximum benefits of the application to improve their speaking skills. This introduction is only done once at the first meeting. In this case, the Memrise application has a close correlation with speaking ability, because the features in Memrise can help students practice speaking from native speaker audio, besides that there is a lot of vocabulary that can help students strengthen their English language knowledge.

## **2. Provide Clear Steps in Using the Application**

In the results of the observational study on 30<sup>th</sup> October 2024, the researcher found that the teacher provided clear steps in using the Memrise application. The following are the results obtained, "the first thing you do is please install the application on the Google Play Store, search for the Memrise application, then install it. After that, please create an account using a personal email, after that, please make a schedule every day at free time. However, we will use or practice together every Wednesday".

In this case, the teacher provides steps, for example starting by creating an account first, creating a practice schedule every day regularly,

providing steps in materials 1, 2, 3, 4, and 5. Then explaining the levels, and other steps in the Memrise application. The first step is to download the Memrise app from the App Store or Google Play, or you can visit their website (Sari et al., 2024). After that, you need to create an account by entering your email and setting up a password. Memrise also allows learners to sign up using your Google or Facebook account for quicker access (Nasution & Hasibuan, 2023). Once your account is set up, you can start exploring different languages or subjects available.

After setting up the account, it is important to establish a regular practice schedule to maintain consistency. Memrise's Spaced Repetition System (SRS) is most effective when you practice regularly, even if it's just for a few minutes each day (Permata Sari et al., 2024). The teacher can guide the student in setting a realistic practice time, for example, 10-20 minutes a day. The Memrise app can send daily reminders to keep the learner motivated (Siti & Suryani, 2022). The teacher guided students through the first material or lesson (Sari et al., 2024). Memrise breaks learning into small, manageable chunks, so the first lesson will typically cover basics such as simple greetings, essential vocabulary, and foundational phrases.



*figure 4. 3 figure 4.3 giving steps of Memrise*

### **3. Make a Study Group Agreement**

In the observational study on the first meeting 30th October 2024, the researcher found that after providing steps in implementing the teacher's

instructions to create groups, "To make it easier for you to practice orally, please form groups containing 2 children," the student responded positively. As the teacher encouraged them to work in pairs, the students seemed more comfortable engaging in conversations and practicing their language skills. The smaller group size allowed for increased interaction, with each child having more opportunities to speak, listen, and collaborate.

The researcher noted that the dynamic in these smaller groups facilitated a more relaxed and supportive learning environment, where children felt more confident to express themselves without the pressure of speaking in front of the entire class. Additionally, the teacher's role in guiding the students during these group activities helped in addressing individual needs, providing immediate feedback, and ensuring that every child was actively participating. Further observation revealed that some students who were usually more reserved during whole-class activities became more vocal in their small groups. This shift highlighted the potential benefits of group work in fostering communication skills and encouraging peer learning. Overall, the study suggested that grouping students into pairs or small groups can significantly enhance oral practice and contribute to a more engaging and effective learning experience, particularly in language development contexts.

In this case, the teacher creates study groups, each group consisting of 2 student, but still with their own practices. The purpose of creating this study group is to facilitate students in the learning process and in-depth introduction to their friends (Susanti et al., 2021). With small groups, students can more freely discuss, ask each other questions, and provide feedback to each other, which can deepen their understanding of the material that has been studied.

In addition, working in groups also allows students to collaborate and share strategies in studying the material, including techniques or tricks that they find effective when using the Memrise application (Dwi Aprizal & Wachyudi, n.d.). In this group, students can provide motivation and support



to each other, so that they feel more motivated to continue learning independently (Lubis et al., 2023).

Even though they work in groups, the teacher ensures that each student continues to carry out their respective exercises through the Memrise application. Thus, each individual still has the opportunity to study independently, but they can also get different perspectives from their group members regarding effective ways to study. This can include discussing material that is difficult, sharing tips for remembering words or phrases, or even repeating the material together (Susanti et al., 2021).

The teacher also gives assignments to the group, for example making a summary of the material that has been studied and presenting it briefly in front of the class. This aims to improve students' speaking skills, while deepening their understanding of the material by explaining the concepts that have been studied (Pakula, 2019). This group presentation can also be a means to assess students' overall understanding. With study groups, students are not only more connected to each other, but also have the opportunity to learn in a more interactive and mutually supportive way. This also gives them a sense of shared responsibility in achieving the learning objectives that have been set. Here is an explanation from the English teacher.

"students of the 7th grade are new students who still need a deeper introduction to their friends, by creating this study group, I hope to improve the understanding of each of their friends, helping each other, for example if one of their friends' handphone has an error or there is a pronunciation error and others. So, this learning is not only focused on students and teacher, but students with students as well"(interview on 30<sup>th</sup> October 2024)



*figure 4. 4 make the group of implement the Memrise*



#### 4. Steps of practice Memrise Application in Speaking Skill

In the results of the research observation implementing the use of the Memrise Application in speaking learning in grade 7, namely the teacher carried out several steps in the memrise practice. "after you(students) create an account, please continue to practice using the Memrise application. Please follow, if you have difficulty, please ask with Miss, ok understand?".

The core activities for improving speaking skills in Memrise application are designed to guide learners step by step through an engaging and interactive process, especially in English learning (Fadhilawati, 2016). Below are the steps involved in the core activities to enhance speaking skills in the Memrise application.

##### a. Choosing a Language Course with Speaking Focus

On October 30<sup>th</sup> 2024 in the first research observation, the researcher found that the teacher gave instructions or steps for students to choose a language. Since this is English language learning, students choose English in the Memrise application. The researcher also observed that the teacher directed students to ensure that they choose a language that is appropriate to the material to be studied, so that the learning experience is more effective. After choosing a language, students continue by choosing a relevant course or module to start the lesson. During this stage of the process, the researcher also noted differences in the level of technical understanding among students. Some students had difficulty choosing a language in the Memrise application, while others seemed more proficient in using it. This shows that although the application can provide convenience in learning, students must also be monitored. The teacher said, "Please choose English, and click next". This stage is only done at the first meeting.

**Step:** The teacher guides students to choose English, begin by learning new vocabulary through listening to audio recordings from native speakers (Monica & Hubbulwathan Duri, 2023).

**Core Activity:** Each word or phrase introduced in the course is paired with a high-quality audio recording from a native speaker. This helps students hear the correct pronunciation, intonation, and accent used in real-world conversations. Initially, the vocabulary consists of simple, frequently used words and phrases that form the foundation of the language. These may include greetings, common verbs, and basic nouns. As learners progress, the vocabulary becomes more advanced, incorporating longer, more complex phrases and expressions, reflecting real-life conversations in various contexts (e.g., travel, dining, shopping).

**Engagement:** After listening to each audio clip, students are encouraged to repeat the word or phrase aloud to practice pronunciation. The app's speech recognition technology evaluates their pronunciation, providing feedback on accuracy. This immediate feedback helps learners refine their speaking skills, focusing on enunciation, stress, and rhythm. Repeating phrases in this way not only helps with correct pronunciation but also aids in reinforcing memory by associating the sound with the meaning of the word.

**Gradual Progression:** As students become more comfortable with basic vocabulary, the Memrise application gradually introduces more difficult words and complex sentence structures. This incremental approach ensures that students build a solid base before advancing to more challenging speaking tasks, allowing them to speak confidently in a wide range of situations.



*figure 4. 5 choosing the language of the Memrise*

#### **b. Choosing the Material And Learning Vocabulary with Native Speaker Audio**

Based on the observation results from several meetings conducted on 30th October- 20th November 2024, researcher found that after the previous stage, choosing a language, the thing to do is to choose the material to be studied or the season in Memrise. In the first meeting, students learned about greetings and gratitude. Here there are several vocabularies related to greetings and gratitude, such as greetings and expressions of gratitude. Then, students begin to learn the vocabulary through audio read by native speakers, according to the words to be learned. For example, vocabulary such as "Hello", "Hi", "Good morning", "Good afternoon", "Good evening", "Thank you very much", "Thank you", and others. The learning process begins with students listening to the words individually, then they repeat them several times to make sure the pronunciation is correct. After that, students begin to practice the words in the context of individual conversations first, before they practice in small groups or pairs. Researcher noted that although some students seemed more fluent in pronouncing vocabulary, there were some students who needed more time and practice to feel more confident in pronouncing the words.

In the next material, namely the introduction conducted on November 6th, 2024, in this session, students were introduced to more complex and contextual sentences, such as "What's your name?", "Let me introduce myself", "I want to introduce myself...", and "My name is...". These sentences help students to introduce themselves in more formal or informal situations. Researcher observed that students began to master the pronunciation and use of these sentences more confidently after listening to examples from native speaker audio and repeating them several times. From this second meeting, students began to get used to using the Memrise application. This can be seen from their increased involvement in learning sessions. Most students are already comfortable with the application and have started using the application not only during class hours but also at home. Researcher noted that some students were seen actively continuing their learning outside of class, by practicing vocabulary and sentences that had been previously learned. They (students) enjoy the features that allow them to practice independently and repeat material that they feel needs to be mastered further.

In addition, researcher also noted progress in students' confidence when speaking. Many students who were previously hesitant are now speaking English more often, although they still rely on the app as a guide to remembering vocabulary and correct sentence structure. Teacher support this by providing opportunities for students to talk to each other, practice sentences they have learned in everyday dialogue, and provide constructive feedback. However, the researcher also observed variations in student responses to the use of the app. Some students showed significant progress, feeling more confident in using English, while others still needed additional practice, especially in introducing themselves fluently. Some students also expressed that they found it easier to learn English with the app because of the repetition feature and native speaker audio that helped them with pronunciation.

Overall, while there were challenges in adjusting to the technology and using the app, it seems that students are getting used to it and are beginning to see the benefits, both in and out of the classroom. Using the Memrise app provides students with opportunities to learn more flexibly and independently, which strengthens their English learning experience.

In the next material, namely like and dislike which was conducted on Wednesday, November 13, 2024, in this session, students were introduced to fresher and newer sentences, such as "What's your hobby?", "Do you like this food..?", "I like orange..", "I love some fruit..", "I dislike..", "I hate..", etc. These sentences introduce deeper expressions of personal preferences and dislikes, which are more diverse in the context of daily activities. Students are given various examples of the use of these sentences in different situations, whether talking about food, drinks, hobbies, or other activities. In this session, students are asked to practice expressing their likes and dislikes of these things using the sentences that have been learned. They are given the opportunity to ask and answer each other in pair conversations, such as "Do you like pizza?" or "I love reading books!".

The researcher noted that students who previously tended to be more quiet are now starting to be more open in speaking, although there are some students who still feel awkward and hesitant to express their preferences in English. The Memrise app plays a role in providing independent practice outside of class hours, which helps students remember and improve their pronunciation through audio features from native speakers.

As part of the reinforcement of the material, teacher also provide further examples of conversations in class, where students are asked to practice using the sentences in real-life situations. They are invited to talk about what they like or dislike, whether in the context of hobbies, food, or activities they do every day. The researcher observed that



students who practiced at home with the app appeared to be more fluent in speaking during these practice sessions, compared to students who did not use the app regularly. Students were also encouraged to note down new words they encountered in the app and look up their meanings if they did not understand them. This shows a significant increase in independent learning among students, who began to use the app more often as a tool to deepen their understanding. The researcher noted that although some students still had difficulty remembering new sentences and vocabulary, the majority of students showed positive developments in speaking and pronunciation.

Then, observation in the next meeting on November 16, 2024, the next material is Asking and Giving Help. In this material, students learn new, more complex vocabulary, such as "Can I help you...?", "Do you need any help?", "How can I assist you?", "I need help with...", and "Let me help you with that." These sentences are used in the context of offering help and asking for help in everyday situations. In this session, the teacher explains how to ask for and give help in a polite and effective way. Students are given the opportunity to listen to and imitate the pronunciation of these sentences from native speaker audio in the Memrise application, as well as do repeated exercises to ensure their pronunciation is correct. The researcher noted that some students seemed to feel more confident when practicing pronouncing these sentences, especially because the application provides direct feedback on their pronunciation.

Next, students practice in pairs to practice conversations involving giving and asking for help. For example, one student will act as the person who needs help, while the other student will act as the person who gives help. An example of a conversation that occurred is as follows:

- Student A: "Can I help you with that?"
- Student B: "Yes, please. Can you help me open this box?"

- Student A: “Sure, I’d be happy to help.”

The researcher observed that students began to get used to using these sentences in everyday conversations and felt more fluent in speaking, although some students still felt a little awkward when they first used them in conversation. However, thanks to the practice done both in class and at home using the Memrise application, their confidence in communicating increased.

And the last observation on 20th November, with the material *Asking and Giving Information*, focused on helping students learn how to ask for and provide information in English. Vocabulary introduced included phrases like “What time is it?”, “Where is the nearest station?”, “Can you tell me...?”, “I don’t know, but I think...”, and “Let me give you some information.” Students practiced these phrases through interactive exercises in the Memrise app, listening to native speaker audio and repeating the sentences to ensure correct pronunciation.

During the class, students were paired up to practice asking for and giving directions or details, such as asking about locations, times, or events. The practice helped them build confidence in handling real-world situations in English. Peneliti observed that students, especially those who had consistently used the app, became more fluid in their responses, though some still hesitated in spontaneous conversations. Despite this, the overall improvement in fluency was evident, and students appreciated the opportunity to use the phrases in practical contexts.

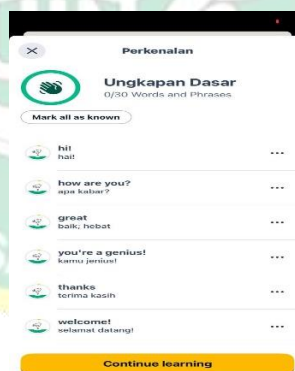
**Step:** Before start the practice, the teacher provides material about greetings, introductions, likes and dislikes, asking, giving help, asking and giving information (in each lesson). Next, the teacher explains the material, and after that the students start practicing by listening to the audio. Start by learning new words and phrases through audio recordings from native speakers.



*figure 4. 6 learning vocabulary of the Memrise*

**Core Activity:** Each word or phrase learned in the Memrise Application is accompanied by a recording of a native speaker. Students can hear the correct pronunciation and how the words are used in everyday conversations.

**Learning Process:** Initially, students will learn basic words according to the material taught, such as in the first greetings material, students learn (eg hi, hello, good morning, good night, how are you), and simple gratitude (eg thanks). After that, students learn more complex sentences that are used in certain situations.



*figure 4. 7 example of the vocabulary of the Memrise*

**Repetition Practice:** After students hear the pronunciation of a native speaker, the teacher asks students to say the word or phrase out loud.

**Pronunciation Feedback:** Memrise Application uses speech recognition technology to check if students pronunciation is correct. If

not, the application provide feedback and ask students to try again until the pronunciation is more perfect.



*figure 4. 8 figure 4.8 repetition practice of the Memrise*

### **c. Pronunciation Practice Using Speech Recognition**

After hearing the pronunciation of a word or phrase, students are asked to say it out loud. The teacher then uses speech recognition technology to evaluate the accuracy of their pronunciation. If the pronunciation is incorrect, students are given feedback and encouraged to try again with the teacher. This feedback from the teacher helps students know which parts of their pronunciation need improvement, such as intonation, consonant pronunciation, or vowel pronunciation. With repeated practice, students can improve their pronunciation and become more confident in speaking.

This is related with the concept of the theory from (Hedge, 1993), focuses on various aspects that affect speaking skills in language learning, including the knowledge, skills, and strategies needed to speak fluently and effectively, including speaking interactions, speaking strategies, and speaking skill development. Using the Memrise application can be a supporting factor for students' speaking skills.

### **d. Repetition and Spaced Repetition System (SRS)**

The result of the research (observation), the researcher was found that in this stage, teacher was repeat and practice learned words at the right time. Memrise Application uses a scheduled repetition system called the Spaced Repetition System (SRS). This system is designed to help students remember learned words or phrases by repeating them at



optimal time intervals (Nuralisah & Kareviati, 2020). For example, after students learn a new word, they will see the word again after a certain amount of time, such as a few hours, days, or weeks later. In this way, the words they have learned will be repeated periodically, helping students to strengthen their memory and ensuring that they do not forget. This practice is done gradually, so that students not only memorize words, but also improve their speaking and pronunciation skills naturally. With the right repetition, students' speaking skills and fluency will improve over time, as they will continue to practice pronouncing and remembering the words in a wider context.

**e. Level Increase**

Based on the observation results conducted by researcher from October 30, 2024 until November 20, 2024, the results found that each meeting had a level increase, where in the Memrise application, each material, for example greetings, has several levels, to increase the level of students practicing it at home. This process provides challenges that are in accordance with the abilities of each student, where they can practice more intensively outside the classroom to strengthen their understanding and mastery of the vocabulary that has been learned. Researcher noted that students who actively use the Memrise application at home showed significant improvements in their levels, both in terms of pronunciation, vocabulary, and speaking fluency.

In this case, in Memrise Application, students start from the basic level and can level up as they complete the lessons. This level up occurs when students successfully learn new words and phrases (Setiyaningsih & Nurjanah, 2023). With the materials in each meeting that have been mentioned earlier, students have a challenge to level up.

"With 5 different materials, I am as a teacher give students a challenge to level up, because every time they learn new vocabulary and some practice, students will level up. The higher the level, the better the score they get" (interview transcript on 6<sup>th</sup> November 2024)

**f. Oral Practice (Offline)**



In the results of observational research conducted by researcher, after using the Memrise Application, students practice it orally in front of the class. In this session, students are asked to say the words, phrases, or sentences they have learned through the application (Dwi Aprizal & Wachyudi, n.d.). They can practice their pronunciation, intonation, and fluency in front of their friends and teacher. Contoh dalam materi pertama Asking and Giving Help, siswa mempraktikan dengan vocabulary, “Can you help me?”, “May I help you”, “I can help you, Jerry”, etc. This activity helps students feel more confident in speaking, as well as providing an opportunity to get direct feedback from teacher and classmates.

During this practice, students are encouraged to use the vocabulary they have learned in real conversational contexts, such as talking about themselves, ordering food, or asking for directions. In this way, students can relate the learning in Memrise to everyday life situations, improving their communication skills.



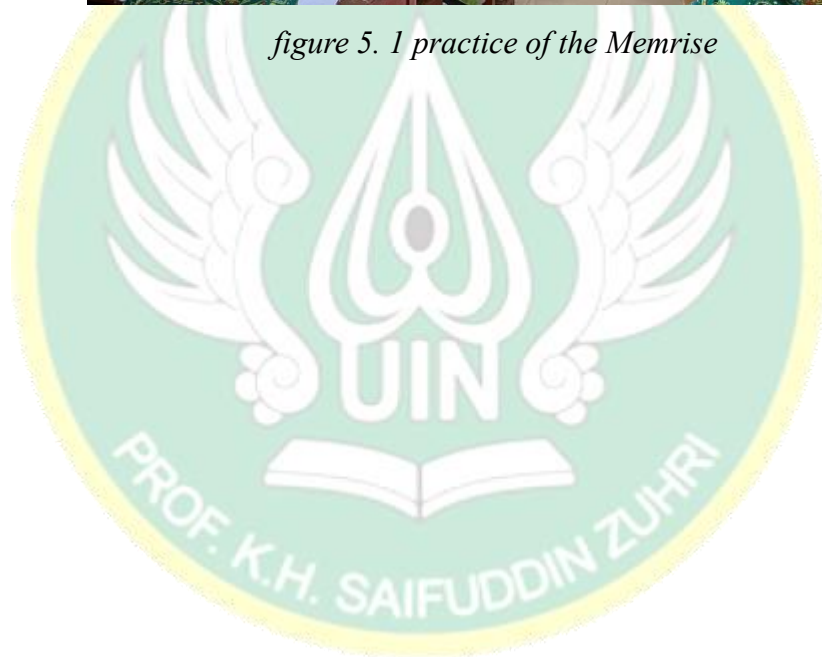
*figure 4. 9 oral practice of the Memrise*

In addition, speaking practice in front of the class allows students to listen to each other and learn from their friends' pronunciation, creating a mutually supportive learning environment (Pakula, 2019). Constructive feedback from teacher and friends will help students improve their pronunciation and accelerate their learning process. At

this stage, the teacher has implemented it very well, as evidenced by the students being excited to come forward and practice.



*figure 5. 1 practice of the Memrise*



**g. Encourage Regular Practice (ERP)**

In the results of the observational research conducted from 30 October 2024 to 20 November 2024, it was found that consistently review previously learned material and practice speaking regularly. In this case, the teacher has used regular practices, as evidenced by the use of the Memrise application for 5 materials, followed by additional practices at home.

The Memrise application encourages students to revisit previously learned words and phrases to ensure their speaking skills remain sharp. Consistent and regular practice is key to maintaining and improving fluency. In the first meeting, the teacher discusses greetings material, such as basic greetings in the language being learned, such as "Hello," "Good morning," "How are you?", and so on. The teacher invites students to practice using these words in everyday conversations, both in and outside the classroom.

Through the Memrise application, students are encouraged to repeat greetings material regularly, remembering that language learning requires deep understanding and repetition to make these words and phrases easier to remember (Setiyaningsih & Nurjanah, 2023). The teacher also explains the importance of correct pronunciation, so that students not only memorize words, but also pay attention to the right intonation and accent when speaking.

After the greetings learning session, the teacher directs students to practice what they have learned through exercises in the Memrise app. Students are asked to practice saying the greetings they have learned in front of their group mates, as well as practicing using full sentences that combine several greeting phrases in short conversations. To further enhance their skills, the teacher encourages students to record their responses in the app, listen to their pronunciation, and compare it with native speakers. Finally, the class engages in a role-playing activity

where they simulate real-life scenarios, allowing them to use the greetings in context and build their confidence in speaking.

Teacher also give assignments to practice greetings in more realistic situations, such as practicing greetings with friends or family members at home, and then recording or reporting the exercises to the teacher. These assignments not only help to strengthen understanding, but also encourage students to use the language actively in everyday life. In addition, teacher can provide additional challenges, such as introducing variations of greetings or other simple questions that can be used in different situations (for example, a more formal or casual good morning). This aims to expand students' vocabulary and help them be more flexible in communicating (Dwi Aprizal & Wachyudi, n.d.).



*figure 5. 2 ERP process of the Memrise)*

Next, in the next meeting material, namely introduction, the teacher has implemented regular practice in the Memrise application by asking students to practice self-introduction phrases and sentences regularly. For example, students are asked to learn how to introduce themselves, such as "My name is...", "I am from...", "I like..." and so on. The teacher reminds students to practice regularly in the Memrise application to ensure they master the vocabulary and sentence structures used in introductory conversations.



To support this learning process, the teacher gives assignments in the Memrise application that focus on repeating the introduction material. Students are asked to complete a unit that includes self-introduction phrases, as well as pronunciation exercises provided by the application. With the spaced repetition feature in Memrise, students are reminded to repeat this material regularly, so that their mastery of vocabulary and sentences is increasingly solid.

In class, the teacher encourages students to practice actively with their deskmates or in small groups, introducing themselves to each other using the phrases they have learned. This aims to hone their speaking skills, improve pronunciation, and increase their confidence when speaking in the target language. In addition, teacher challenges students to create self-introduction videos using the language they have learned. Students are asked to record a short video introducing themselves, including their name, hometown, hobbies, and some other personal information. These videos are then collected and reviewed by teacher to provide feedback on pronunciation and proper vocabulary usage.

The teacher also remind students to use the Memrise app outside of class hours to review and practice more, so that they not only memorize the material but can also use it in real situations. With this approach, students can gradually build their speaking skills through regular practice and direct experience. Thus, through regular practice in the Memrise app and practical activities in class, students can master self-introduction with greater confidence and fluency.

### **C. Closing Activity and Evaluating of Learning**

After conducting a series of learning openings and core activities using the Memrise application, the teacher closes the learning. Gagne (1985) in his theory of "Nine Events of Instruction" explains that closing the learning has an important role in consolidating the learning that has been done. Gagne argues that the closing aims to provide a "review" of the



material that has been learned, to ensure that students can remember and understand the concepts taught, and to relate learning to their previous experiences and knowledge. The following is the closing carried out by the teacher in English learning using the Memrise application at SMP Maarif NU 1 Kemranjen:

### **1. Giving Exercise**

In the results of the observational study, on October 30, 2024 until November 20, 2024, the researcher found that in addition to carrying out a series of previous stages, the teacher also provided exercises. The teacher gives assignments or follow-up exercises that can be done at home through the Memrise application, for example continuing the exercises in the next unit or repeating the material that has been studied to strengthen memory assignment aims to ensure that students continue to practice independently. The teacher explains that the Memrise application has features that allow students to learn in a fun and interactive way, and provides spaced repetition to help strengthen long-term memory. “So please, do the exercises in Memrise in the form of the next level, your task is to complete all the levels in the material that we have studied today, understand?”

In addition, the teacher reminds students to use their time at home effectively by scheduling short study sessions every day, even if only for a few minutes. This aims to ensure that students do not feel burdened, but remain consistent in practicing their abilities. The teacher also encourages students to make personal notes or make summaries of the material that has been studied in the application, so that the learning process is more effective.

The teacher suggests that students use the review feature in Memrise to repeat previously studied material and ensure that they have truly mastered the concepts. This assignment also aims to give students the opportunity to correct mistakes or difficulties they encountered during previous learning, so that they can be more confident in the

upcoming material. In addition, teacher can also assign tasks to document the results of the exercises in the application through study groups, such as recording the number of words mastered or the progress achieved, so that students can monitor their own development. Teacher ensure that these follow-up tasks are flexible and can be adjusted to the needs and abilities of each student, so that each student can continue to develop in a way that suits them. This independent practice aims not only to improve their language skills, but also to build independent learning habits and be responsible for their personal development (Ramadhanti et al., 2023).

## **2. Closing Activity**

In the research results conducted by researcher, the final stage is closing, In this study, the researcher found that the teacher ensure that students are aware of the benefits they get from learning using Memrise and how the application can help them improve their language skills. This affirmation aims to motivate students to continue the learning process, especially using the Memrise Application. The provision of affirmation of learning objectives is mentioned by the teacher at each meeting.

"Okay. After we have learned in material 1, namely greetings and gratitude, miss once again conveys that we have achieved the learning objectives, namely understanding the material on how to express greetings, for example hello, hi, good morning, good afternoon, asking how you are, and we have learned how to say thank you. With the material that we have learned and you practice speaking in the Memrise Application, of course it improves our learning. Be brave and thank you for today, Good afternoon." (interview transcript on Wednesday, 6<sup>th</sup> November 2024)

Here is the conclusion of the implementation of the use of the Memrise application, in the results obtained, the researcher concluded that the teacher had implemented it well. Although there are still some obstacles such as signals, and some students who need in-depth guidance. However, the teacher has implemented it well.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter 5, the researcher concludes and provides suggestions. According to Strauss & Corbin, (2003) The conclusion of the research is a section that summarizes the main findings of the research that has been conducted, and provides an understanding of the results achieved. In addition, the conclusion also includes an interpretation of the research results and practical implications that can be applied in relevant contexts. Suggestions in research are the part that provides recommendations or suggestions regarding steps that can be taken to improve the quality of research or implementation of existing findings. So this is the conclusion and suggestion from the implementation of the Memrise application in speaking learning at SMP Ma'arif NU 1 Kemranjen

#### **A. Conclusion**

The research on the implementation of the Memrise application in speaking learning at SMP Ma'arif NU 1 Kemranjen, Banyumas Regency. From several observation techniques, data results were found stating that the teacher had carried out learning well. Based on the result, the researcher was concluded that the implementation of the Memrise application in speaking learning at SMP Ma'arif NU 1 Kemranjen divided into some activities, the first the teacher prepares selecting learning objectives (SLO). In this section, the teacher prepares learning objectives from several materials, namely the first material, greetings and gratitude, the second material introduction, the third material like and dislike, the fourth material asking and giving help, and the last material asking and giving information. Next stage is to characterize appropriate courses, in this stage the teacher must adjust the courses in the Memrise application with the appropriate teaching materials class 7. Another thing that is done is incorporate immersive content (IIC), in this stage the teacher uses the Memrise application as immersive content learning, where learning is an in-depth experience for students.

During implementation, the teacher introduced the app in simple terms, then the thing that is done is to provide clear steps in using the application, in this stage the thing that is done is to provide steps, for example starting by creating an account first, creating a practice schedule every day regularly. Then the researcher makes a study group agreement, although this learning uses applications from each student, the teacher also uses a friend to friend approach, where this approach is easier to help students in experiencing obstacles. Then students Pronunciation Practice using speech recognition, repetition and spaced repetition system (SRS), where after students hear the pronunciation of a native speaker, the teacher asks students to say the word or phrase out loud level increase, then oral practice (offline) with friends and the teacher, encourage regular practice (ERP) allowing students to practice speaking skills regularly. Homework was assigned using Memrise to encourage continued learning at home.

The results showed that Memrise application is useful for students' speaking abilities, as they became more confident and fluent in speaking English. However, challenges were noted, such as varying comfort levels with the technology and language proficiency. Despite these difficulties, with proper guidance and consistent use, students made progress in their speaking skills.

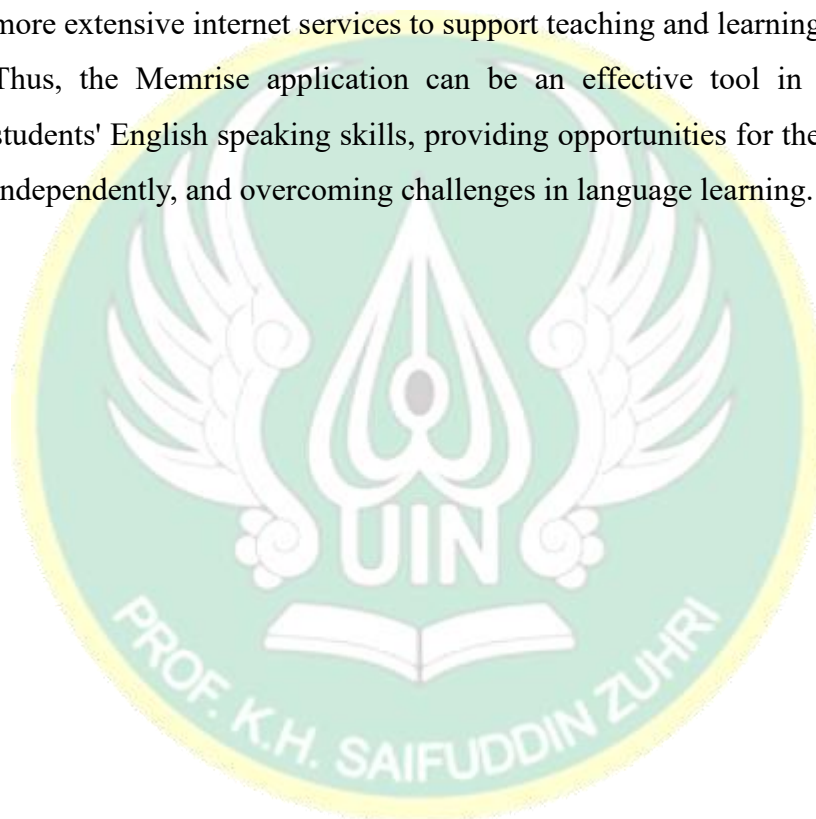
#### **B. Limitation of the Study**

The researcher is aware that although this study provides useful insights into the implementation of the Memrise application in speaking learning in grade 7 of SMP Maarif NU 1 Kemranjen, there are several limitations that need to be noted, namely this study was conducted over a relatively short period, which allows only short-term monitoring of the use of the Memrise application. Therefore, observations of student development in the long term cannot be obtained. In addition, other factors are the cause of the shortcomings of this study.



### C. Suggestion

The researcher recommended that the Memrise application be used more widely as one of the English language learning methods. To maximize its effectiveness, teacher can provide more guidance and monitoring of students' use of the application, and encourage students to continue practicing outside of class hours. In addition, for students who are still having difficulty, additional assistance is provided to overcome technical obstacles or in mastering more complex material. And for schools to provide more extensive internet services to support teaching and learning activities. Thus, the Memrise application can be an effective tool in improving students' English speaking skills, providing opportunities for them to learn independently, and overcoming challenges in language learning.



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## **APPENDICES**

## Appendix 1

## Observation Checklist

## Observasi checklist

No	Activities	Yes	No	Meeting 1
1	SLO (Set Clear Learning Objectives)	✓		<p>Greeting and Gratitude</p> <p>30/10 - guru menatapakan tujuan pembelajaran yg jelas, disesuaikan dengan materi yang akan diajarkan.</p> <ul style="list-style-type: none"> <li>- Tujuan pertama terkait dengan materi sapaan dimana siswa diharapkan mampu menguasai berbagai jenis sapaan dalam bahasa Inggris baik formal maupun informal serta mampu mengucapkan dengan tepat pada situasi yg tepat.</li> <li>- guru menekankan pentingnya pengucapan dan intonasi yg tepat ketika menyapa orang</li> </ul>
2	SAC (Select Appropriate Courses)	✓		<p>30/10 - guru melakukan persiapan dg memilih materi yang disesuaikan dg materi kuliah yg ada di aplikasi memori.</p> <ul style="list-style-type: none"> <li>- setiap mata kuliah di dalam memori memiliki tingkat kesulitan yg berbeda mulai dari pemula hingga mahir.</li> <li>- guru memilih konten materi di dalam memori memori</li> <li>- memulai dg pemilihan fitur interaktif memori</li> <li>- kemudian memulai konten yg tersedia dalam format interaktif dan menarik</li> </ul>
3	IIC (Incorporate Immersive Content)	✓		<p>30/10 - guru memberikan konten imersif pada materi sapaan dan ucapan terima kasih yaitu "selamat pagi, selamat malam" melalui konten imersif memori yg memberikan hal-hal menyenangkan.</p> <ul style="list-style-type: none"> <li>- masuk pada bagian scenario</li> <li>- kemudian memilih materi pada learn</li> <li>- di screenshot word an picture dimana siswa diminta melakukan pengucapan dan pengamatan karena di level selanjutnya di tugaskan soal tentang apa yg telah sudah di hapalkan.</li> <li>- kemudian jika sudah menjawab siswa akan dapat melanjutkan level sampai akhir.</li> </ul>
4	ERP (Encourage Regular Practice)	✓		<p>30/10 - guru melakukan pengulangan kembali kata kata dan frasa yg telah di pelajari / menghafal ketiduran bahasa mereka tetap tajam.</p> <ul style="list-style-type: none"> <li>- guru menyuruh siswa untuk dan mengulangi materi sapaan yg ada pada memori seperti, "Hello, Good morning, How are you?"</li> <li>- guru menyuruh siswa untuk mempraktekan apa yg telah mereka pelajari melalui latihan yg ada di aplikasi memori.</li> <li>- siswa diminta untuk berlatih mengucapkan kalimat yg telah mereka pelajari di depan teman satu kelompoknya, serta berlatih mengulangi kalimat tersebut yg mengucapkan beberapa frasa dalam pengucapan singkat.</li> </ul>



## Observasi checklist

No	Activities	Yes	No	Meeting 1
1	SLO (Set Clear Learning Objectives)	✓		<p>Introduktion</p> <p>6/11 - guru mempersiapkan tujuan dari materi agar siswa mampu memperkenalkan diri dalam bahasa inggris dg cara yg sederhana da jelas seperti menyebutkan nama, umur dan asal.</p> <p>- siswa juga dilatih untuk memperkenalkan orang lain dengan menggunakan kalimat yg tepat dan mudah dipahami</p>
2	SAC (Select Appropriate Courses)	✓		<p>6/11 - guru memulai dengan memilih mata pembelajaran yang ada di aplikasi memrise</p> <p>- guru memulai dengan memilih fitur scenario dan memilih materi pendahuluan sebagai fokus pembelajaran.</p> <p>- Penjelasan ini karena materi yang strategis karena materi pengantar dari atau materi perkenalan karena membantu keterampilan berbahasa dan berkomunikasi.</p>
3	IIC (Incorporate Immersive Content)	✓		<p>6/11 - Memulai dengan memilih fitur scenario dengan membukanya akan diujikan pada learn yg berisi materi yg akan dipelajari dg memilih fitur awal yg terdapat ungkapan dasar dan aturan ringkas yg terdapat word, Frase and sentence yg siswa harus menghafalkan lalu di level berikutnya diujikan soal seperti pengulangan dll kemudian siswa akan tetap lanjut level sampai akhir materi dan salah satu akan tetap lanjut.</p> <p>- materi di memrise yg berisi "my name is... Hello everyone... I'm, "let me introduce myself..</p>
4	ERP (Encourage Regular Practice)	✓		<p>6/11 - siswa diminta mempraktikkan apa yg sudah mereka pelajari dg menggunakan memrise.</p> <p>- siswa diminta mengucapkan dan apa yg sudah dipelajari serta berlatih menggunakan kalimat yg lengkap dalam percakapan singkat.</p> <p>- untuk lebih meningkatkan mereka dim teta latihan berbicara guru mendorong siswa untuk merespon mereka di aplikasi, mende berikan penjelasan mereka dan membanting maknanya dg penerapan diri.</p> <p>- guru juga menerapkan praktik rutin pada aplikasi memrise dg meminta siswa berlatih mengucapkan frase dan kalimat perkenalan diri secara rutin. contohnya seperti "my name is... I am from... I like di</p>

- guru mengingatkan kembali agar siswa berlatih secara rutin pada aplikasi memrise agar menguasai kos kata dan struktur kalimat.



## Observasi checklist

No	Activities	Yes	No	Meeting B
1	SLO (Set Clear Learning Objectives)	✓		<p>Like and Dislike</p> <p>13/11 - guru mempersiapkan tujuan materi ini dengan siswa mampu mengungkap topik dan kerukunannya dg menggunakan kalimat seperti "I like" and "I don't like ..."</p> <p>- siswa juga diajarkan untuk memberikan alasan mengapa mereka menyukai atau tidak menyukai sesuatu yg bertujuan untuk meningkatkan keterampilan berbicara mereka dalam situasi percakapan sehari-hari.</p>
2	SAC (Select Appropriate Courses)	✓		<p>13/11 - guru memulai dengan memilih mata pembelajaran yang ada di materi dengan disesuaikan tujuan pembelajaran.</p> <p>- menggunakan berbagai PRIMA dan kosa kata yang terkait dengan kosa kata dan kebidayaan. Kegiatan dilaksanakan untuk memfasilitasi latihan berbicara interaktif seperti diskusi berdiskusi dimana siswa dapat berlatih membentuk kalimat dan terlibat dalam percakapan sederhana.</p> <p>- Dengan berfokus pada komunikasi.</p>
3	IIC (Incorporate Immersive Content)	✓		<p>13/11 - dimulai dengan memilih fitur membuka home lalu diuliskan learn words yang dimana siswa bisa langsung mencoba mengucapkannya yg sudah sesuai materi like and dislike seperti quiz rumus per level misal level pertama siswa mengerjakan soal acak kemudian level dua siswa mengurutkan kalimat dan level ketiga menguliskan kalimat like and dislike sesuai perintah seperti "I like meat ball", "I dislike burger"</p>
4	ERP (Encourage Regular Practice)	✓		<p>13/11 - siswa diminta mempraktikkan mengucapkan kalimat sesuai materi like and dislike yg ada pada materi latihan apa yg mereka suka dan tidak suka.</p> <p>- kemudian siswa diminta untuk melakukan pengulangan kalimat yang ada pada materi dengan guru mendampingi dan memperhatikan sesuai perintah agar mendorong siswa dalam keterampilan berbicara.</p>

## Observasi checklist

No	Activities	Yes	No	Meeting 4
1	SLO (Set Clear Learning Objectives)	✓		<p>Asking and giving help</p> <p>20/11 - siswa mampu diinstruksikan menguraikan frasa yang tepat untuk meminta dan memberi bantuan.</p> <p>- guru membekali siswa dengan keterampilan berbicara yg diperlukan dalam situasi dimana mereka membutuhkan atau memberi bantuan.</p> <p>- guru memilih materi ini karena sesuai dengan kebutuhan komunikasi sehari-hari yg penting untuk dipelajari.</p>
2	SAC (Select Appropriate Courses)	✓		<p>20/11 - guru memilih materi ini karena sesuai dengan kebutuhan komunikasi sehari-hari yg penting untuk dipelajari.</p> <p>- guru memilih materi penguatan yang ada pada aplikasi memori dengan diwujudkan kemampuan dan kesulitan yang dihadapi siswa.</p>
3	IIC (Incorporate Immersive Content)	✓		<p>20/11 - memulai dengan memilih fitur di materi filmatis fitur conversation diuraikan berbagai materi yg dibutuhkan dan sesuai.</p> <p>- siswa dapat memilih sesuai materi di kumpulkan soal-soal sesuai level seperti level 1 di susunlah soal dari orang yg meminta dan memberi bantuan kemudian siswa dapat melihat kalimat yg sudah disediakan di perhatikan, di hafalkan dan dihafalkan karena di level berikutnya akan lebih sulit.</p> <p>- siswa dapat mempraktikkan pengucapan dari materi.</p>
4	ERP (Encourage Regular Practice)	✓		<p>20/11 - guru melakukan pengulangan dan meminta siswa untuk melakukan praktik.</p> <p>- pengulangan seperti yg ada di materi dengan mengucapkan kalimat-kalimat yang ada seperti "Hello, can I help you?" "I would like to help you" sesuai arahan penutur asli.</p> <p>- kemudian siswa melakukan praktik yg dapat berkomunikasi pada kehidupan sehari-hari yang mana dapat membantu kebutuhan jika ada posisi meminta dan memberi bantuan.</p>

seperti "Hello, can I help you?" "I would like to help you" - siswa dapat berlatihan meyakinkan jika yg sampai akhir ya itu akan selesai.



## Observasi checklist

No	Activities	Yes	No	Meeting 5
1	SLO (Set Clear Learning Objectives)	✓		Asking and giving information 20/11 - siswa mampu meminta dan memberi informasi dalam bahasa Inggris tentang hal-hal seperti waktu, tempat, dan arah. - siswa diajarkan bagaimana menggunakan kalimat tanya yang benar dan memberikan informasi dengan jelas dan efektif.
2	SAC (Select Appropriate Courses)	✓		20/11 - guru memilih materi ini karena sesuai dengan kebutuhan komunikasi sehari-hari yang penting untuk siswa Pursari. - kemampuan meminta informasi dengan jelas sangat diperlukan dalam kehidupan sosial. sehingga siswa dapat berkomunikasi secara efektif dalam situasi yang membutuhkan konteks formal maupun informal. serta meningkatkan empati dan keterampilan sosial mereka dalam berinteraksi dengan orang lain.
3	IIC (Incorporate Immersive Content)	✓		20/11 - memulai dengan memilih fitur yang sesuai yg ada pada materi. - pilihlah fitur conversation, kemudian sudah terdapat beberapa macam pilihan yg sesuai materi. pilihlah materi yang akan dipelajari. - di bagian pertama adalah paragraf grammar yang dimana di situ sudah diberikan dg meminta dan memberi informasi. ditampikan juga ya siswa harus diperhatikan seperti "Can I ask you about the news". "Can you give me the direction". - pada level 1, siswa dapat diarahkan kalimat dan sebagai bantuan, siswa dapat menggunakan kalimat yang sudah disediakan. menjawab pertanyaan percakapan, sampai level 2 siswa dapat memahami materi yg diberikan dan dapat menjawab pertanyaan.
4	ERP (Encourage Regular Practice)	✓		20/11 - guru melakukan pengulangan seperti kosa kata, kalimat, frase dan sebagainya yang sudah dipelajari untuk melatih seperti menyalakan dan meminta informasi. - kemudian guru meminta siswa untuk mempraktikkan mengucapkan kalimat asking and giving information, dan bisa dapat mengembangkan sebuah percakapan yang di kehidupan sehari-hari untuk materi agar siswa dapat meningkatkan keterampilan berbicara.

## Appendix 2

### Transcript of Interview

Questions	Answer
1. Sejak kapan Anda menggunakan Aplikasi Memrise dalam pembelajaran	“Saya menggunakan aplikasi Memrise sejak 2023, saat itu saya berpikir untuk berinovasi dalam pembelajaran bahasa Inggris”
2. Apa alasan Anda memilih aplikasi Memrise dalam pembelajaran Bahasa Inggris?	“Alasan saya karena saya ingin berinovasi dengan dunia digital, saya ingin memotivasi siswa dengan aplikasi Memrise. Saya merasa bahwa aplikasi memrise menarik untuk pembelajaran”
3. Bagaimana Anda mengintegrasikan memrise ke dalam kurikulum yang ada?	“Ya, saya sesuaikan saja, serta izin dengan kepala sekolah dan waka kurikulum”
4. Apa manfaat utama yang Anda lihat dalam mengaplikasikan ini?	“Saya merasa siswa lebih bersemangat dalam kegiatan pembelajaran, serta saya melihat adanya kenaikan nilai dalam implementasi ini, walaupun tidak seluruh siswa, namun mayoritas begitu. Saya juga lebih terbantu dalam kegiatan belajar mengajar karena siswa bisa belajar dalalm praktik”
5. Apakah Anda mengamati peningkatan dalam kemampuan bahasa atau	Iya, memang ada peningkatan pada nilai siswa, walaupun tidak

pemahaman materi siswa setelah menggunakan aplikasi ini?	seluruh siswa, namun mayoritas begitu.”
6. Bagaimana respon siswa terhadap penggunaan aplikasi Memrise?	“Mereka sangat enjoy dan termotivasi untuk selalu praktik di rumah”



## Appendix 3

### Lesson Plan

#### A. Lesson Plan Greetings and Gratitude

<p>Pertemuan 1</p>	<p>✓ Pertemuan 1 :</p> <p><b>Apersepsi (10 menit)</b></p> <ul style="list-style-type: none"> <li>• Guru mengucapkan salam dan bertegur sapa dengan peserta didik.</li> <li>• Guru mengajak peserta didik untuk berdo'a sebelum memulai pembelajaran.</li> <li>• Guru memeriksa kehadiran dan kesiapan peserta didik.</li> <li>• Guru menginformasikan materi yang akan dipelajari menggunakan Memrise</li> <li>• Mengaitkan materi dengan pengalaman peserta didik dalam kehidupan sehari-hari</li> <li>• Guru memberikan pengenalan dan tutorial menggunakan aplikasi Memrise</li> </ul> <p><b>Formatif asesmen yang bisa dilakukan selama kegiatan berlangsung:</b></p> <p>✓ Guru memperhatikan apakah peserta didik aktif berpartisipasi melalui aplikasi Memrise</p> <p><b>Catatan/alternatif :</b></p> <p><b>Asesmen Diagnostik Non Kognitif dilakukan sebelum memulai kegiatan inti</b></p> <p><b>Kegiatan Inti ( 50 menit)</b></p> <ul style="list-style-type: none"> <li>- Peserta didik memulai belajar praktik listening audio yg ada di Memrise yang ada di HP masing-masing. Peserta didik praktik speaking secara offline.</li> <li>- Guru Memberikan pertanyaan pemantik :             <ul style="list-style-type: none"> <li>• Pernahkah kalian memberikan salam kepada orang yg ada di sekitar kalian menggunakan bahasa Inggris?</li> <li>• Kata apa saja yang masuk ke dalam ucapan salam dalam bahasa Inggris?</li> </ul> </li> <li>- Peserta didik diberikan kesempatan untuk bertanya terkait materi.</li> <li>- Peserta didik mengamati gambar atau video atau audio aplikasi Memrise</li> <li>- Peserta didik menyimpulkan ungkapan yang digunakan dalam menyapa atau memberi salam dan perpisahan dalam Bahasa Inggris.</li> <li>- Secara berpasangan peserta didik membuat percakapan terkait materi serta mempraktikkannya didepan kelas.</li> </ul> <p><b>Kegiatan penutup (10 menit)</b></p> <ul style="list-style-type: none"> <li>- peserta didik menjawab pertanyaan guru tentang pengalaman dan kesulitan mereka dalam megekstraksi gagasan.</li> <li>- Peserta didik memberikan apresiasi kepada seluruh siswa yang telah bekerja dengan baik.</li> <li>- peserta didik berdo'a sebelum menutup kegiatan.</li> </ul>
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## B. Lesson Plan Introduction

Pertemuan 2	<p>✓ <b>Pertemuan 1 :</b></p> <p><b>Apersepsi (10 menit)</b></p> <ul style="list-style-type: none"> <li>• Guru mengucapkan salam dan bertegur sapa dengan peserta didik.</li> <li>• Guru mengajak peserta didik untuk berdoa sebelum memulai pembelajaran.</li> <li>• Guru memeriksa kehadiran dan kesiapan peserta didik.</li> <li>• Guru menginformasikan materi yang akan dipelajari menggunakan Memrise</li> <li>• Mengaitkan materi dengan pengalaman peserta didik dalam kehidupan sehari-hari</li> <li>• Guru memberikan penaikan level (lanjut ke materi introduction)</li> </ul> <p><b>Formatif asesmen yang bisa dilakukan selama kegiatan berlangsung:</b></p> <p>✓ Guru memperhatikan apakah peserta didik aktif berpartisipasi melalui aplikasi Memrise</p> <p><b>Catatan/alternatif :</b>  <b>Asesmen Diagnostik Non Kognitif dilakukan sebelum memulai kegiatan inti</b></p> <p><b>Kegiatan Inti ( 50 menit)</b></p> <ul style="list-style-type: none"> <li>- Peserta didik memulai belajar praktik listening audio yg ada di Memrise yang ada di HP masing-masing, Peserta didik praktik speaking secara offline.</li> <li>- Guru Memberikan pertanyaan pemantik :             <ul style="list-style-type: none"> <li>• Pernahkah kalian berkenalan secara lisan dan tulis kepada orang lain dalam bahasa Inggris?</li> </ul> </li> <li>- Peserta didik diberikan kesempatan untuk bertanya terkait materi.</li> <li>- Peserta didik mengamati gambar atau video atau audio aplikasi Memrise</li> <li>- Peserta didik menyimpulkan ungkapan yang digunakan dalam berkenalan</li> <li>- Secara berpasangan peserta didik membuat percakapan terkait materi serta mempraktikkannya didepan kelas.</li> </ul> <p><b>Kegiatan penutup (10 menit)</b></p> <ul style="list-style-type: none"> <li>- peserta didik menjawab pertanyaan guru tentang pengalaman menggunakan Memrise dan kesulitan mereka dalam mengaplikasikan Memrise</li> <li>- Peserta didik memberikan apresiasi kepada seluruh siswa yang telah bekerja dengan baik.</li> <li>- peserta didik berdoa sebelum menutup kegiatan.</li> </ul>
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### C. Lesson Plan Like and Dislike

	Pertemuan 3	<p>✓ Pertemuan 1 :</p> <p><b>Apersepsi (10 menit)</b></p> <ul style="list-style-type: none"> <li>• Guru mengucapkan salam dan bertegur sapa dengan peserta didik.</li> <li>• Guru mengajak peserta didik untuk berdoa sebelum memulai pembelajaran.</li> <li>• Guru memeriksa kehadiran dan kesiapan peserta didik.</li> <li>• Guru menginformasikan materi yang akan dipelajari menggunakan Memrise</li> <li>• Mengaitkan materi dengan pengalaman peserta didik dalam kehidupan sehari-hari</li> <li>• Guru memberikan penarikan level (lanjut ke materi like and dislike)</li> </ul> <p><b>Formatif asesmen yang bisa dilakukan selama kegiatan berlangsung:</b></p> <p>✓ Guru memperhatikan apakah peserta didik aktif berpartisipasi melalui aplikasi Memrise</p> <p><b>Catatan/alternatif :</b>  <b>Asesmen Diagnostik Non Kognitif dilakukan sebelum memulai kegiatan inti</b></p> <p><b>Kegiatan Inti ( 50 menit)</b></p> <ul style="list-style-type: none"> <li>- Peserta didik memulai belajar praktik listening audio yg ada di Memrise yang ada di HP masing-masing, Peserta didik praktik speaking secara offline.</li> <li>- Guru Memberikan pertanyaan pemantik :             <ul style="list-style-type: none"> <li>• Pernahkah kalian mengekspresikan hal yg kalian sukai dan hal yg kalian benci secara lisan dan tulis kepada orang lain dalam bahasa Inggris?</li> </ul> </li> <li>- Peserta didik diberikan kesempatan untuk bertanya terkait materi.</li> <li>- Peserta didik mengamati gambar atau video atau audio aplikasi Memrise</li> <li>- Peserta didik menyimpulkan ungkapan yang digunakan dalam like and dislike</li> <li>- Secara berpasangan peserta didik membuat percakapan terkait materi serta mempraktikkannya didepan kelas.</li> </ul> <p><b>Kegiatan penutup (10 menit)</b></p> <ul style="list-style-type: none"> <li>- peserta didik menjawab pertanyaan guru tentang pengalaman menggunakan Memrise dan kesulitan mereka dalam mengaplikasikan Memrise serta menyimpulkan materi</li> <li>- Peserta didik memberikan apresiasi kepada seluruh siswa yang telah bekerja dengan baik.</li> <li>- peserta didik berdoa sebelum menutup kegiatan.</li> </ul>
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## D. Lesson Plan Asking and Giving Help

Pertemuan 4	<p>✓ <b>Pertemuan 1 :</b></p> <p><b>Apersepsi (10 menit)</b></p> <ul style="list-style-type: none"> <li>• Guru mengucapkan salam dan bertegur sapa dengan peserta didik.</li> <li>• Guru mengajak peserta didik untuk berdoa sebelum memulai pembelajaran.</li> <li>• Guru memeriksa kehadiran dan kesiapan peserta didik.</li> <li>• Guru menginformasikan materi yang akan dipelajari menggunakan Memrise</li> <li>• Mengaitkan materi dengan pengalaman peserta didik dalam kehidupan sehari-hari</li> <li>• Guru memberikan penarikan level (lanjut ke materi asking and giving help)</li> </ul> <p><b>Formatif asesmen yang bisa dilakukan selama kegiatan berlangsung:</b></p> <p>✓ Guru memperhatikan apakah peserta didik aktif berpartisipasi melalui aplikasi Memrise</p> <p><b>Catatan/alternatif :</b>  <b>Asesmen Diagnostik Non Kognitif dilakukan sebelum memulai kegiatan inti</b></p> <p><b>Kegiatan Inti ( 50 menit)</b></p> <ul style="list-style-type: none"> <li>- Peserta didik memulai belajar praktik listening audio yg ada di Memrise yang ada di HP masing-masing, Peserta didik praktik speaking secara offline.</li> <li>- Guru Memberikan pertanyaan pemantik :             <ul style="list-style-type: none"> <li>• Pernahkah kalian mengekspresikan bagaimana meminta dan memberikan bantuan</li> </ul> </li> <li>- Peserta didik diberikan kesempatan untuk bertanya terkait materi.</li> <li>- Peserta didik mengamati gambar atau video atau audio aplikasi Memrise</li> <li>- Peserta didik menyimpulkan ungkapan yang digunakan dalam asking and giving help</li> <li>- Secara berpasangan peserta didik membuat percakapan terkait materi serta mempraktikkannya didepan kelas.</li> </ul> <p><b>Kegiatan penutup (10 menit)</b></p> <ul style="list-style-type: none"> <li>- peserta didik menjawab pertanyaan guru tentang pengalaman menggunakan Memrise dan kesulitan mereka dalam mengaplikasikan Memrise serta menyimpulkan materi</li> <li>- Peserta didik memberikan apresiasi kepada seluruh siswa yang telah bekerja dengan baik.</li> <li>- peserta didik berdoa sebelum menutup kegiatan.</li> </ul>
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## E. Lesson Plan Asking and Giving Information

Pertemuan 5	<p>✓ Pertemuan 1 :</p> <p><b>Apersepsi (10 menit)</b></p> <ul style="list-style-type: none"> <li>• Guru mengucapkan salam dan bertegur sapa dengan peserta didik.</li> <li>• Guru mengajak peserta didik untuk berdoa'a sebelum memulai pembelajaran.</li> <li>• Guru memeriksa kehadiran dan kesiapan peserta didik.</li> <li>• Guru menginformasikan materi yang akan dipelajari menggunakan Memrise</li> <li>• Mengaitkan materi dengan pengalaman peserta didik dalam kehidupan sehari-hari</li> <li>• Guru memberikan penaikan level (lanjut ke materi asking and giving information )</li> </ul> <p><b>Formatif asesmen yang bisa dilakukan selama kegiatan berlangsung:</b></p> <p>✓ Guru memperhatikan apakah peserta didik aktif berpartisipasi melalui aplikasi Memrise</p> <p><b>Catatan/alternatif :</b>  <b>Asesmen Diagnostik Non Kognitif dilakukan sebelum memulai kegiatan inti</b></p> <p><b>Kegiatan Inti ( 50 menit)</b></p> <ul style="list-style-type: none"> <li>- Peserta didik memulai belajar praktik listening audio yg ada di Memrise yang ada di HP masing-masing. Peserta didik praktik speaking secara offline.</li> <li>- Guru Memberikan pertanyaan pemantik :             <ul style="list-style-type: none"> <li>• Pernahkah kalian mengekspresikan bagaimana meminta dan memberikan informasi</li> </ul> </li> <li>- Peserta didik diberikan kesempatan untuk bertanya terkait materi.</li> <li>- Peserta didik mengamati gambar atau video atau audio aplikasi Memrise</li> <li>- Peserta didik menyimpulkan ungkapan yang digunakan dalam asking and giving informasi</li> <li>- Secara berpasangan peserta didik membuat percakapan terkait materi serta mempraktikkannya didepan kelas.</li> </ul> <p><b>Kegiatan penutup (10 menit)</b></p> <ul style="list-style-type: none"> <li>- peserta didik menjawab pertanyaan guru tentang pengalaman menggunakan Memrise dan kesulitan mereka dalam mengaplikasikan Memrise serta menyimpulkan materi</li> <li>- Peserta didik memberikan apresiasi kepada seluruh siswa yang telah bekerja dengan baik.</li> <li>- peserta didik berdoa sebelum menutup kegiatan.</li> </ul>
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Appendix 4  
Documentation of Research



*(picture 5.1 introduction of learning)*



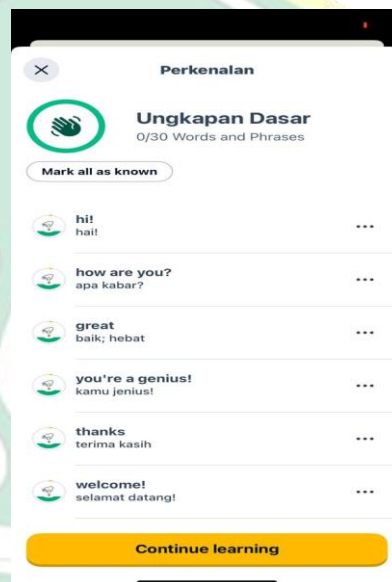
*(picture 5.2 introduction of Memrise)*



*(picture 5.3 make account of Memrise)*



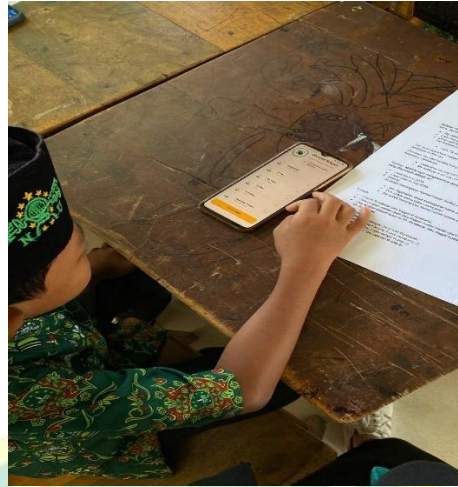
(picture 5.4 make a group)



(picture 5.5 example of greetings material)



(picture 5.6 greetings)



*(picture 5.7 introduction)*



*(picture 5.8 speaking practice offline)*



*(picture 5.9 like and dislike)*





*(picture 6.0 asking and giving help)*



*(picture 6.1 asking and giving information)*







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### REKOMENDASI MUNAQOSYAH

*Assalamu'alaikum Wr. Wb.*

Yang bertanda tangan di bawah ini, Dosen Pembimbing Skripsi dari mahasiswa :

Nama	: MUALIFAH RIZKY ALFASANAH
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Jurusan/Prodi	: PENDIDIKAN/TADRIS BAHASA INGGRIS
Angkatan Tahun	: 2020
Judul Skripsi	: THE MEMRISE APPLICATION AS MEDIUM IN TEACHING SPEAKING AT 7 <sup>th</sup> GRADE OF SMP MA'ARIF NU 1 KEMRANJEN, BANYUMAS REGENCY

Menerangkan bahwa skripsi mahasiswa tersebut telah siap untuk dimunaqosyahkan setelah mahasiswa yang bersangkutan memenuhi persyaratan akademik yang ditetapkan.

Demikian rekomendasi ini dibuat untuk menjadikan maklum dan mendapatkan penyelesaian sebagaimana mestinya.

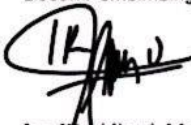
*Wassalamu'alikum Wr. Wb.*

Dibuat di : Purwokerto  
 Tanggal : Sabtu, 04 Januari 2025

Mengetahui,  
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### SURAT KETERANGAN

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Yang bertandatangan di bawah ini Kepala SMP Ma'arif NU 1 Kemranjen, Kecamatan Kemranjen Kabupaten Banyumas, Jawa Tengah, dengan ini menerangkan bahwa :

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Alamat : Kebarongan, Rt 03/ Rw 01 Kecamatan Kemranjen Kabupaten Banyumas  
Masa Observasi : 20 Oktober-30 November 2024

Adalah benar-benar Mahasiswa tersebut telah melaksanakan Observasi /penelitian di SMP Ma'arif NU 1 Kemranjen, untuk melengkapi Syarat Skripsi dengan Judul "*The Memries Application As Medium In The Teaching Speaking At 7th Grade of SMP Ma'arif NU 1 Kemranjen Banyumas*".

Demikian Surat Keterangan ini di berikan untuk dapat dipergunakan sebagaimana mestinya.

Di tetapkan di : Kemranjen

Pada tanggal : 20 Desember 2024

Kepala Sekolah



CHADIRIN, S.Pd

NIP : -