

THE EFFECTIVENESS OF USING THE MEMRISE GAME FOR STUDENTS' ENGLISH VOCABULARY

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Abstrak:

Penelitian ini bertujuan untuk mengetahui keefektifan permainan Memrise terhadap Penguasaan Kosakata Bahasa Inggris siswa MA ALMUHTADI. Penelitian ini dilakukan sebanyak 10 kali yang meliputi observasi, pre-test di awal, treatment dan post-test di akhir. Penelitian ini dilakukan di kelas X MA ALMUHTADI dengan jumlah siswa 26 orang. Dalam penelitian ini peneliti menggunakan model kuantitatif dengan pendekatan pra-eksperimental. Hasil pre-test dan post-test selanjutnya diolah normalitas datanya dengan uji Kolmogorov-Smirnov. Berdasarkan uji Kolmogorov-Smirnov data berdistribusi normal. Kemudian gunakan uji sample T-test untuk menentukan Sig. Berdasarkan hasil uji T diperoleh signifikansi $p(0,000) < \alpha(0,05)$. Karena nilai signifikan lebih rendah dari 0,05 maka tidak cukup bukti untuk menolak hipotesis nol (H_0), maka hipotesis alternatif (H_a) diterima. Artinya penguasaan kosakata siswa menjadi lebih baik secara signifikan setelah mendapat perlakuan. Hal ini menunjukkan bahwa pembelajaran kosakata melalui permainan memrise efektif untuk meningkatkan penguasaan kosakata siswa.

Keyword :

The Effectiveness,
Vocabulary mastery,
Memrise game

Abstract:

This research was intended to determine the effectiveness of the Memrise game on English Vocabulary Mastery of MA ALMUHTADI MA students. This research was conducted 10 times which included an observation, a pre-test at the beginning, treatments and a post-test at the end. This research was conducted in Tenth-grade MA ALMUHTADI with a total of 26 students. In this research, researcher used a quantitative model with a pre-experimental approach. The results of the pre-test and post-test were then processed for data normality with the Kolmogorov-Smirnov test. Based on the Kolmogorov-Smirnov test, the data was normally distributed. Then use the sample T-test to determine Sig. Based on the results of the T test, significant $p(0.000) < \alpha(0.05)$. Due to the significant value was lower than 0.05, there was not enough evidence to reject the null hypothesis (H_0), the alternative hypothesis (H_a) was accepted. This means that the students' vocabulary mastery was significantly better after receiving the treatment. It was indicated that learning vocabulary through memrise games was effective for increasing students' vocabulary mastery.

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Technology becomes a part of everyday life for people. Many facets of the community have been affected by information and communication technology, especially the internet, which can be quickly accessed, shared, and conveyed. The position is utilized in both business and banking as well as in education. Internet use in education has aided in the teaching and learning process, particularly for English language learners. According to carter (2014) stated that vocabulary is knowledge about words and word meanings. In the age of globalization, learning English is crucial if you want to contribute to the spread of scientific and technical knowledge throughout the world. Thus, it is essential to introduce English as early as feasible. From elementary school through graduate school, students in Indonesia should be required to take English as their first foreign language.

A vocabulary is a list or group of words that have been defined or explained. It will aid the student in effectively acquiring the English language. Limited vocabulary made it very difficult for others to communicate their ideas. Because being able to speak is the main reason that most language learners study, vocabulary is one of the language components that is crucial to the development of language abilities. According to Thornbury (2002), it was very little that can be communicated orally without grammar, and nothing at all without vocabulary. It implies that even someone with excellent grammar will be useless if they do not have a wide vocabulary.

Memrise is a game that the entire class can play to help students learn and review their vocabulary terms because repetition helps us recall new words and their meanings. The researcher used the Memrise game to sharpen their language knowledge for a number of reasons. First, using the Memrise game as one of the engaging exercises for class vocabulary review is a good idea. According to Hutabarat (2019), it can draw students' interest and encourage them to participate in the teaching and learning process. Second, students can learn how to work and collaborate as a group, as well as how to appreciate one another. Third, the Memrise game can help to establish a fun setting, some students enjoy playing games. Students can study while having fun.

METHOD

The object of this research was the effectiveness using the memrise game for students' english vocabulary mastery. The quantitative approach in this research was used to help the researcher to achieve its goal.

The design was pre-Experimental Design, True Experimental Design, Factorial Experimental, and Quasi Experimental, although in this research, the researcher choose pre-experimental design because it adhered to the standards of a research study. The pre- experimental design was regarded as a good experiment. According to Creswell (2009), pre- experimental research with one group pre-test and post-test was used by the researcher in this research in accordance with the research problem. To determine the students' vocabulary before and after the game was applied, only one class needs to be studied. If the post-test score was higher than the pre-test score, it indicated that the student's vocabulary had improved and that the treatment used of media to teach vocabulary has been successful.

FINDINGS AND DISCUSSION

The researcher conducted testing through pre-test and post-test to determine the level of students' vocabulary mastery before providing treatment Memrise was a popular language learning app to help the students learn new words and phrases quickly. In a variety of ways, exercises and games may be utilized to assist students enhance the language that occurs in the Memrise Game. This treatment was employed to increase the effectiveness of the Memrise Game in tenth-grade students at MA ALMUHTADI SENDANG as compared to before the treatment.

Before giving the treatment, the researcher conducted pre-test f to know the students' vocabulary mastery before the students got the treatment from the researcher. The data that was used in this score was the score of the students' vocabulary mastery at eleventh grade of MA ALMUHTADI. The researcher took the students' vocabulary masteri score used 5 aspects in scoring rubric of vocabulary. Those are excelent, very Good, good, fair. The summary result of pre-test was presented in Table 1.

Table 1. The Result of Pre-Test

Descriptive Statistics									
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Pre_Test	26	28	48	76	1588	61.08	1.481	7.552	57.034
Valid N (listwise)	26								

Based on the result pre-test, the result was calculated the mean score of pre-test. The highest pre-test was 76.00. The lowest score of the pe-test was 48.00. The mean score of pre-test was 61.08. The standard deviation was 7.552.

The researcher presented the summary result of post-test using SPSS and the result was presented in table 2.

Table 2. The Result of Post-Test

Descriptive Statistics									
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Post_Test	26	20	64	84	2012	77.38	.913	4.657	21.686
Valid N (listwise)	26								

Based on the result of post-test, the researcher calculated the mean score of post-test. The highest pre-test was 84.00. The lowest score of the pre-test was 64.00. The mean score of pre-test was 77.38. The standard deviation was 4.657.

Before calculating the t-test to examine the hypothesis of the research, the normality test was conducted to know whether the data from the tenth-grade class had been normally distributed or not. The researcher used Kolmogorov-Smirnov to do the normality test and it was helped by SPSS to analyze the data from both of class. If the significance value was greater than 0.05 then the value was normally distributed and if the significant value was less than 0.05 then the value

was not normally distributed. The result of normality of the data was presented as follow: based on the results of the normality test, it was known that the significance value was $0.200 > 0.05$ It is mean the data was higher than a significance. So it can be concluded that these values was normal distributed.

The following was a table to find out the difference in average scores between the pre-test and post-test. Before calculating the t-test to examine the hypothesis of the research, the normality test was conducted to know whether the data from the tenth-grade class has been normally distributed or not. The researcher used Kolmogorov-Smirnov to do the normality test and it was helped by SPSS to analyze the data from both of class. If the significance value was greater than 0.05 then the value was normally distributed and if the significant value was less than 0.05 then the value was not normally distributed. The results of normality of the data are presented as follow:

Table 3 Normality Data Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardize d Residual
N		26
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.39785405
Most Extreme Differences	Absolute	.093
	Positive	.074
	Negative	-.093
Test Statistic		.093
Asymp. Sig. (2-tailed)		.200 ^{c,d}

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.
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- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Based on the results of the normality test it was known that the significance value was $0.200 > 0.05$. It is mean the data was higher than a significance 0.05 . So it was concluded that these values was normal distributed.

Table 4 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE-TEST	61.0769	26	7.55208	1.48108
	POST-TEST	77.3846	26	4.65684	.91328

Table 4 contains the statistical results of the pre-test and post-test. There are 26 students in each class involved in the test. The test was used to find out whether there was an effect after treatment on the students' vocabulary mastery using memrise game. The table above shows that the average score of students in the post-test is 77.38, while the average score of students in the pre-test was 61.07. This result showed that there was a significant difference in the average value of the class. the average value of the post-test was higher than the average value of the pre-test.

Table 5 Sample T-Test

	Paired Samples Test							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1 PRE-TEST - POST-TEST	-16.30769	5.53367	1.08524	-18.54279	-14.07259	-15.027	25	.000

From the result of sample t-test above explained that Sig.2 tailed or (p) value was 0.000. The table shows that sig.2 tailed was smaller than alpha (α) ($0.000 < 0.05$) or ($p < \alpha$). As the result, it was concluded that there was significant effect of memrise game to improve the students' vocabulary mastery.

This research was aimed to solve the problem of students' English vocabulary mastery before and after implementing the Memrise Game and to analyze the effectiveness of the Memrise Game when it was implemented in tenth-grade MA ALMUHTADI Sendang. In this research, researcher conducted a pre-experiment using the Memrise Game. The research design used was One group Pre-test and Post-test. This research used 1 pre-test at the first meeting to determine English vocabulary mastery before being given treatment, 7 times the treatment and 1 post-test at the end of the meeting after giving the treatment.

Data processing was assisted by SPSS 25 and data collection included a pre-test and post-test using the Kolmogorov-Smirnov one-sample test to determine data normality and followed by a T-test to determine data significance. The average score of the students' pretest after being processed with SPSS was 64.00. In table 4.2, the students' pretest scores did not reach the KKM (70) set by the school. After being given treatment as in table 4.4, the average student score increased significantly, namely 77.38. Whereas in table 4.6 the pretest and posttest gap means that there was an increase in scores on the pretest and posttest with an average pretest score of 64.00 and an average posttest score. 77.38. This means that there was an increase in the mastery of English vocabulary by children after implementing the Memrise Game.

The result could be seen from table 5. Results T-table, Sig. (2-tailed) was $(0.000) < \alpha$ (0.05). Because the significant value was less than 0.05, there was not enough evidence to reject the null hypothesis (H_0), so the alternative hypothesis (H_a) was accepted. This means that the students' vocabulary mastery was significantly better after receiving the treatment. It can be concluded that the treatment has been effective. It can be concluded that there was a significant effect on English vocabulary mastery after being taught using the Memrise Game in tenth-grade

MA ALMUHTADI Sendang students. The formulation of the research problem can be answered, namely "Is Memrise Game effective for the mastery of English vocabulary for tenth-grade MA ALMUHTADI Sendang students?". Therefore, it can be concluded that Memrise Game was effective in students' vocabulary mastery.

CONCLUSION

Based on the results of research conducted at MA ALMUHTADI Sendang for the 2023/2024 academic year. It could be concluded that using the Memrise Game could increase students' vocabulary. The research findings showed that research used Memrise game was effective to improve students' vocabulary mastery. Students memorized vocabulary easier and happier in the learning process. This application was also one of the reference learning strategies that teachers can do to teach in class. Readers of this research can also add and develop English language material that was owned.

Based on findings, the students' vocabulary mastery after treated memrise game increased. The average of post-test score was (77.38) it was greater than the pre-test (64.00). It can be concluded that learning vocabularies through memrise game was effective to improve the students' vocabulary mastery for the tenth grade students of MA ALMUHTADI Sendang. The result t-test was significant $p(0.000) < \alpha(0.05)$. Since the significant value was lower than 0.05, there was not enough evidence to reject the null hypothesis (H_0), then the alternative hypothesis (H_a) was received. It means that the students' vocabulary mastery was significantly better after getting the treatment.

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