

**THE EFFECT OF USING *MEMRISE* APPLICATION AS DIGITAL
MEDIA SKILL FOR STUDENTS' VOCABULARY
ENRICHMENT AT EIGHT GRADE STUDENT**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*



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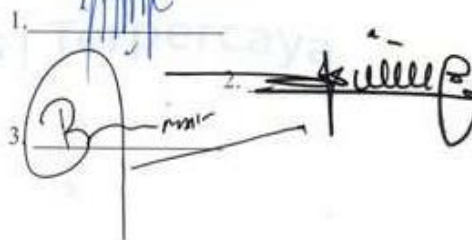

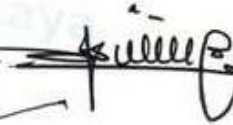
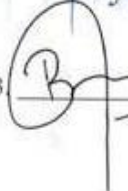

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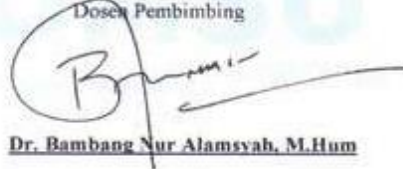
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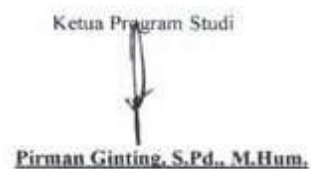
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PERNYATAAN KEASLIAN SKRIPSI

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Dengan ini menyatakan bahwa skripsi saya yang berjudul **"The Effect of Using Memrise Application as Digital Media Skill for Students' Vocabulary Enrichment at Eight Grade Student"** adalah benar bersifat asli (*original*), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana kemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

Medan, 20 Agustus 2022
Yang membuat pernyataan,



Putri Annisa Zulhantiar

ABSTRACT

Putri Annisa Zulhantiar. 1802050128 “The Effect of Using *Memrise* Application as Digital Media Skill for Students’ Vocabulary Enrichment at Eight Grade Student”.Skripsi. English Department, Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara .Medan.2022.

This research is based on the use of the *Memrise* application in eight grade students' vocabulary learning. This research was conducted based on a preliminary study which showed that students had difficulty learning English due to their lack of vocabulary understanding, and the methods used by the teacher to teach vocabulary in a conventional way. The purpose of this study is to improve students' understanding and knowledge through the use of the *Memrise* application. The method in this study used pretest and posttest as data collection instruments. The data analysis techniques of this study were (1) normality test (2) homogeneity test (3) hypothesis testing in the form of t-test. Hypothesis testing uses the t-test formula which is preceded by a normality test and a homogeneity test. the results of the t-test shows that there is a significant effect to enrich the value sig (2-tailed) = 0.001 < 0, 05 then Ho is rejected and Ha is accepted. In conclusion, there was the effect of using *memrise* application as digital media skill for students' vocabulary enrichment at eight grade student.

Keywords: Vocabulary enrichment, *Memrise* Application

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This study is entitled “*The Effect of Using Memrise Application as Digital Media Skill for Students’ Vocabulary Enrichment at Eight Grade Student*”. In writing this research, many difficulties and problems were faced by the researcher and without following many people, it might not have been possible for the researcher to complete this research.

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Finally, with all humility, the author realizes that the writing of this thesis is still far from perfect, if in this writing there are words that are less pleasing, the author apologizes profusely and hopefully this thesis can be useful for all of us. May Allah ta'ala always bless us all. Amen.

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Medan, August 2022

Writer

Putri Annisa Zulhantiar

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

In education, the internet has been promoted in the teaching and learning process, especially for learning English. Learning English is very important in this era of globalization to be involved in the development of science and information technology around the world. Therefore, the introduction of English as early as possible is very necessary. In Indonesia, English as the first foreign language that must be taught as one of the subjects studied by students from elementary to university level.

According to Ur. (2000) Teaching English is focused on the ability of students to be able to master the four language skills, namely: listening, speaking, reading and writing. All of these elements are interrelated, and it is important to master the four English skills. To integrate these skills there are components that students must also learn. One of them is vocabulary. To master the four English languages, students must master vocabulary. If the vocabulary is mastered, it will be easier to master English.

According Hatch and Brown (1995:1) Vocabulary is a list or group of words that are defined or explained. This will help the learner in learning English well. The limited vocabulary makes it difficult for other people to express their ideas. Vocabulary is one component of language that has an important role in the development of language skills because for most students, the ultimate goal of learning is to be able to communicate.

In addition, according to UR (1995: 60) that vocabulary is one of the important things to be taught in foreign language learning because it is impossible to speak without a variety of words. Therefore, vocabulary is important to learn as a foreign language. However, vocabulary is not easy to teach language without using appropriate methods and media. Both have a very important role in teaching. In fact, vocabulary is one of the main problems that students often face in learning English. Based on initial observations at SMP Dharma Pancasila Medan, the researcher found that students were not interested in learning English especially vocabulary and they also did not pay full attention to the task and without it being interesting and interesting the vocabulary teaching process could not run well.

This situation occurs because the methodology or strategy used may not be appropriate. Teachers still use the old method of teaching English vocabulary, most of the teachers teach English vocabulary through translation, they usually apply too many new words and ask students to translate and then make sentences using the given words. The teacher usually gives a lot of words to students and asks students to open the dictionary to look for the meaning of the words, after finding the word students forget. In fact, students may become confused and discouraged in the learning process. Students feel that they are being forced and they will get bored.

Lewis and Hill (1998:21) state that students will not achieve success in learning unless they enjoy the process. It can be seen that students' feelings towards a learning process will affect their achievement. Based on the

explanation above, it is important for teachers to use new techniques or media to help students in solving their vocabulary problems. English teachers are expected to be more creative in making and providing materials, a good method for students to enrich their vocabulary. Researchers chose the *Memrise* Application as a medium to solve the above problems.

In this era of globalization, many educational tools have been developed by experts, one of which is the *Memrise* Application. According to Nayla (2019) *Memrise* is a free language learning platform with websites, iOS and android learning apps. Its main benefits are portability and accessibility (via computers and apps on smartphones and tablets). Use audio, pictures and fun, creative activities to help students learn and remember words and their meanings. The *Memrise* app is possible to use inside or outside the classroom. The use of the *Memrise* App tends to build students' vocabulary. So, it is possible to apply this application in the teaching and learning process because it is very simple and easy to operate.

Based on the problems and conditions above, the researcher intends to help students by introducing the *Memrise* Application as a fun vocabulary learning medium. Researchers are interested in studying The Effect of *Memrise* Application to influencing Vocabulary Enrichment at Eight Grade Student.

1.2 The Identification of the Problem

1. Students' interest is low in learning English vocabulary.

2. Students cannot express their ideas in English because of doubts in Vocabulary.
3. There are still many students who do not know the *Memrise* Application to enrich students' vocabulary enrichment.

1.3 The Scope and Limitation

The scope of this research is about experimental research that focuses on introducing applications to develop speaking vocabulary skills and the limitation is focusing on teaching vocabulary through *Memrise* Applications.

1.4 The Formulation of the Problem.

The problems of this study are formulated as the following:

Does the use of the *Memrise* Application has significant effect of students' vocabulary enrichment in the eight grade of SMP Dharma Pancasila Medan?

1.5 The Objective of the Study

The objectives of this research are follows:

To find out whether the *Memrise* Application has significant effect of English Vocabulary Enrichment for Grade II students of SMP Dharma Pancasila Medan.

1.6 The Significance of the Study

The researcher hopes this study can be useful;

1. Theoretically

This research is expected to be a reference for other researchers who want to conduct research on the effect of the *Memrise* Online Application on vocabulary enrichment for students in Vocational Schools or at universities.

2. Practically

a. To Researchers

The researcher hopes that this research will be useful to develop their ability to teach vocabulary to students. Researchers hope that the results of this study can be used as additional references in other studies.

b. To Students

The results of this study are expected to make the learning process more interesting and fun, so that it will to enrich students' vocabulary.

c. To English's Teachers

Teachers need to use interesting techniques and media such as the *Memrise* App. Students will be interested in following the lesson and they must be able to develop a good atmosphere in the classroom, so that students learn in a comfortable situation.

CHAPTER II

REVIEW OF LITERATURE

This chapter deals with a review of the related literature. Some of the theories used in this research are important to explain in order to understand certain concepts. There are many related theories as the basis of research.

2.1 Theoretical Framework

2.1.1 The concept of Vocabulary

2.1.1.1 Definition of Vocabulary

As explained in the background of this research proposal, vocabulary has a very basic role in mastering English as a foreign language well. There are several definitions from several experts.

Alqahtani (2015:21) defines vocabulary as a collection of words used by a person, class or profession. According to the Oxford student pocket dictionary (2011:495) , vocabulary is (1) all the words a person knows or uses (2) all words in a language (3) a list of words and their meanings, especially in books for learning foreign languages.

Based on some of the explanations above, it can be concluded that vocabulary is a collection of words or all words in a language that people use to express opinions, feelings that consist of several letters and have meaning. Vocabulary is a core component of language and is the basis of how to speak, listen, write, and read well. The more vocabulary you know, the better you will be able to understand what you hear and read; and better able to convey opinions or ideas when speaking or writing.

2.1.1.2 Kinds of Vocabulary

Some experts divide vocabulary into two types, namely active and passive vocabulary. Harmer distinguishes these two types of vocabulary. The first type of vocabulary refers to vocabulary that has been taught to students and is expected to be used by them. Meanwhile, the second refers to words that students will recognize when they meet, but which they may not be able to pronounce.

Haycraft, quoted by Hatch and Brown (1995:370) shows two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

1. Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when used in context, but cannot produce. Vocabulary is vocabulary that learners recognize when they see or meet in the reading text but do not use it in speaking and writing.

2. Productive Vocabulary

Productive vocabulary is words that the learner understands and can pronounce correctly and is used constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the right time. Therefore, productive vocabulary can be considered as an active process, because learners can produce words to express their thoughts to others.

2.1.1.3 Types of Vocabulary

According to Montgomery (2007) There are 4 types of vocabulary, namely listening, speaking, reading and writing. The first is spoken vocabulary and the last two, written vocabulary. Children begin to acquire listening and speaking vocabulary years before they begin to build reading and writing vocabulary. Spoken language forms the basis for written language. Each type serves a different purpose and fortunately, vocabulary development in one type facilitates the growth of the other.

1. Listening Vocabulary

This type of vocabulary refers to words that people can hear and understand. Starting from the content, being able to feel the sound when he was sixteen weeks old. Most people can identify and understand nearly 50,000 words. But in this case, the number of words developed is much less than the secondary vocabulary of a normal listening child.

2. Speaking Vocabulary

Talking about speaking vocabulary refers to speaking someone. Most adults use almost 5,000 to 10,000 words to communicate. The number of words used in this case is much less than listening vocabulary, the reason is the level of comfort in use.

3. Reading Vocabulary

This vocabulary refers to the words that people know when reading a text because reading is an activity of perceiving, analyzing, and reading

by the reader to get the message that the writer wants to convey in the written media.

4. Writing Vocabulary

This type of vocabulary represents the words we come back to when we write to express ideas. It is very easy to explain what they want to use to people by using their self-expression, but using the same words to communicate the same concept or thought through writing, It is not easy to think because written words are influenced by vocabulary. This means that it is an important vocabulary in writing.

So, based on the explanation above, the most important thing is that researchers must know the types of vocabulary. This type of words can help researchers to introduce students' vocabulary and it is also easy to do this type.

2.1.1.4 Word Classes

According to Hatch and Brown (1995:218) The term used to classify words based on their function categories are called part of speech.

1. Noun

A word is a word that is used as the name of something, person, animal, thing, place, situation, attribute, or idea. So, from us having a noun for something, it implies that seeing it as something. Nouns are generally divided into six, namely proper nouns, common nouns, collective nouns, abstract nouns, and possessive nouns. In addition, nouns

can also be divided into two groups according to their calculations. Including uncountable and uncountable.

2. Verb

Verbs generally refer to action; events and processes of giving, happening, becoming. They usually have a number of different forms, the infinitive, third-person singular present tense, past tense, present participle and past participle. The past participle is usually the same as the past tense but for some verbs it is different. The main division made between verbs is between auxiliary and lexical verbs. Auxiliary verbs are a closed subclass and have a grammatical function.

3. Adverb

Adverb represent a very large collection of words. It is basically of two types, which refers to indirect information about an action, event or process such as the time, place or manner of it, and which serves to intensify adverbs and other adjectives.

4. Pronouns

The pronoun, as the name implies, has a primary function based on four nouns, after the noun is mentioned in a particular text. The subclasses are personal pronouns, reflexive pronouns, and possessive pronouns. With these pronouns a distinction is made between first, second and third person. Other subclasses are interrogative pronouns, relative pronouns and demonstrative pronouns.

5. Numerals

There are two kinds of numbers; ordinal and cardinal. Sequence numbers, as the name suggests, determine the order of items and series first, second, third, fourth and so on. Cardinal numbers do not specify the order, but only the quantity and pieces of the series such as one, two, three, four, etc.

6. Determiners

Determiners are a class of words that are used with nouns and have the function of defining noun references in several ways. The class is divided into two large groups. Identifiers and quantifiers. The subclass of Identification includes articles, in non-aligned articles and definite articles, possessive and demonstrative.

7. Adjective

Adjectives usually reinforce the meaning of a noun, either by appearing right before the word, as in wide avenue, or by means of a copula verb, as in the way is/to be wide. For this reason traits are often characterized as descriptive.

8. Preposition

Prepositions have the main function of connecting noun phrases with other units. the relationship may be one-time (e.g. after a meal), place (e.g. in front of a bus) or logical (e.g. due to his actions). Many prepositions can be used to express more than one of these relationships.

9. Conjunction

Conjunctions as the name suggests, also have the function of joining, usually connecting one clause to another, but sometimes also from one noun to another. They are of two types: coordinating conjunctions, such as and, or, but, which, combine two items on an equal footing; and subordinating conjunctions, such as when, if, why, whether, because, which subordinate one item to another in some way. Subordination may be one time.

2.1.2 Concept of Learning Media

2.1.2.1 Definition of Learning Media

According to Hidayat (2019:10) Educational media is a teaching and learning tool. Everything that can be used for the thoughts, feelings, attention and abilities or skills of students so as to facilitate the learning process. Meanwhile, according to Briggs, physical facilities are learning media to convey learning content/materials such as books, films, videos and so on. There are many factors that can affect learning activities and one of them is the media.

The Association of Education and Communication Technology or AECT in America explains that the media are everything and the channels used by the public to distribute orders or information. The National Education Association (NEA) has a different definition. Media forms of communication, print or audiovisual and all its instruments.

Based on the explanation above, it can be said that the media are tools, materials or events that are used to assist in the teaching and learning process. Media is needed in teaching so that the class becomes interesting and easy to understand the lesson. Media has an important role as a supporter in learning activities, especially in providing comfort and convenience for students in the learning process.

2.1.2.2 Types of Learning Media

According to Gerlach and Elly (1980:247) , media is classified into six general categories.

1. Still Images

It consists of photographs of any or even objects that may be larger or smaller than the object or even what it represents.

2. Audio Recording

Recordings are made on tape, disc, and motion picture sound tracks. It is a reproduction of a factual event or sound track.

3. Moving Pictures

Motion pictures are moving images in color or black and white resulting from live action or from graphic representations.

4. Television

This category includes all types of audio-video electronic distribution systems that eventually appear on television monitors.

5. Real Objects, Simulations, and Models.

This category includes people, events, objects, and demos. Real objects, in contrast to other media, replace actual things or events. Many media, including computers, cassette tapes, and motion pictures can be used for simulation. The model is a replica or representation of reality. It is often in scale and may be miniature, the right size or usage.

6. Programmed and computer-assisted instructions.

A program is a sequence of information (verbal, visual, audio) designed for a predetermined preparation. The most common examples are programmed textbooks and instructional programs made for computers or smart.

Media and technology have an influence on education. For example, smartphones, computers and the internet have influenced the current learning process. Technology in teaching and learning as an enabler and suggests that technology can work to help organize and provide material structure to students; help students, parents interact, anytime and anywhere. So, in this study, technology means an application that can be used as an English Learning Media. This is a free language learning app called *Memrise* App. Based on the explanation above, the *Memrise* Application categories used in this study are Programmed and Computer-Assisted Instruction.

2.1.3 The Concept of *Memrise* Application (*Free Online Learning Tool*)

2.1.3.1 Definition of *Memrise* Application

According to Hadfina (2018:37) *Memrise* Application is an educational app and helps students to master the language using flashcards combined with mnemonic techniques to teach foreign languages and memorize information from other disciplines, e.g. English, geography, law or mathematics.

Memrise courses created by internet users are called crowd sourcing (i.e. all members of the *Memrise* community can contribute course content), so they can be tailored to meet the individual needs of users and complement traditional language classes through exercises and revisions of the content taught there.

Memrise is a free online learning tool for students who are familiar with drill functionality in iOS, *Memrise* can be an adequate alternative that works on a similar principle. Just like Drill, *memrise* uses flashcards, but instead of a word/translation model, this flashcard contains mnemonics in the form of short phrases or rhymes, which are easy to remember. Mnemonics leverage what is rendered into a secure memory store; maintains an orderly arrangement of memory, makes it available on demand, and thus is good by chance.

2.1.3.2 Categories of *Memrise*

According to Morales (2019:5) *Memrise* Application provides many

categories that users of other fields can study such as:

1. Arts and Literature

These categories contain courses where each covers a broad range of vocabulary related to Architecture, Art, Design, Fashion, Film, Literature, Music, Theatre, and Philosophy.

2. Mathematics and Science

Mathematics and science includes courses related to vocabulary in Mathematics, Biology, Chemistry, Earth Sciences, Economics, Engineering, Health Sciences, Physics, and Psychology.

3. Natural World

The users can learn vocabulary which in this category includes themes such as Animals, Astronomy, Plants, Fruits, and Stars.

4. History and Geography

This category contains many themes that can cover vocabulary related to Capital, Citizenship, History, Maps, Places, Religion, Flags, and Politics.

5. Memory Training

This category provides services including Memory of Places, Number System, and Playing card system. It facilitates language learners to memorize a lot of vocabulary in a short time using Mnemonic techniques and of course in a fun way.

6. Professional and Career

It involves a lot of themes each of which is a collection of sub-

category content such as; Business and finance, Computers and Engineering, Law, Medicine and Health.

7. Standard Test

Now, learning vocabulary for TOEFL test or any other test is easy because it has many courses which help students to master the vocabulary of many tests like; Advanced placement test, TOEFL test, College Admission, Graduate School and others. So that students are able to prepare well before facing the exam.

8. Trivia

Subcategories of trivia content such as Art, Music, Literature, Food, Miscellaneous, History, Geography, Sports and Leisure, Science and Nature, Homeless Symbols, Humans, and Sociology.

9. Entertainment

In this category provides sub categories such as Board games, Yoga, Pokemon, and others related to the vocabulary of Entertainment.

Users can choose one of the categories in the software application, each discussion topic has a course created by many users of the *Memrise* application which this system is called Crowd sourcing. *Memrise* application also provides several words related to certain themes. Each level consists of 20 vocabularies that must be learned and mastered by students or users.

2.1.3.3 *Memrise* Application Suitable for Learning Vocabulary

Learning vocabulary regularly is the process in determining the students' achievement especially in learning language. Argues (2001:256) that the students' should have more practice to have a good vocabulary acquisition. Besides, learning vocabulary in the classroom the students should have time for reviewing the lesson at home.

Most people will learn things easily in a relaxed situation and a happy mood. By applying *Memrise* as a learning tool and studying vocabulary, students will learn vocabulary in a relaxed manner, students will be happy and not stressed about what they are learning because students learn like they are playing. So it can be said that *Memrise* is a good choice for vocabulary learning because it turns vocabulary learning into a game that grows a colorful memory garden.

Using the *Memrise* App, students can learn a new word, thinking of it as planting a new seed in their memory. Then whenever students want to review the word, *Memrise* helps it grow a little like watering a small flower. By reviewing at the right time, *Memrise* helps it grow as quickly as possible and soon students will have a beautiful garden full of memories of what students have learned.

2.1.3.4 The Procedures of Using *Memrise* Application

Here are the steps to use the *Memrise* application

- a. Please, download in your mobile phone on playstore or app store.



Picture 2.1 Download an Application

- b. Once the app has been downloaded, students create an account or they can choose to sign in with a Facebook or Google account. Students are strongly encouraged to create such an account as their progress will be saved if they change their device.



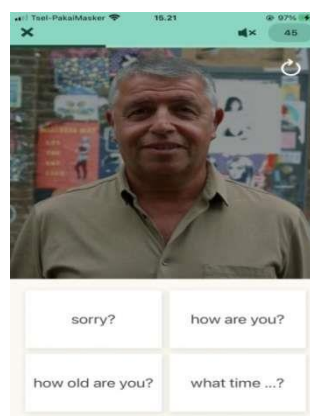
Picture 2.2 Creating an Account

- c. To start the lesson, students have to click on the Menubar 'Mulai Belajar' then wait a while, after this application will display the menubar for each level and students click the middle button (Quick Study).



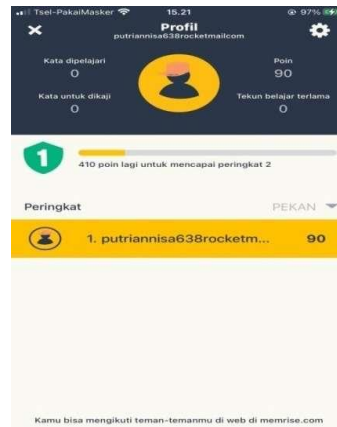
Picture 2.3 Starting the Learning

- d. Let's start learning, after students click 'Start Learning', the app will show a vocabulary list. *Memrise* uses the garden as a metaphor for memory. When students start studying a course, vocabulary items will be planted as 'seeds'. Vocabulary will be given repeatedly, starting from the easy, middle and more difficult way. There is always an audio pronunciation for each vocabulary. When students are tested through typing, pronunciation, and multiple choice tests.



Picture 2.4 Audio Pronounce of Vocabulary, Typing Test and Pronunciation Test

- e. And lastly, in this public profile it shows the points earned from each level. The Profile page is like a report card, telling you how many words the student has learned, what badges the student has earned, the level of learning the student is using, and the leadership board. Based on the explanation above about the procedure for using the *Memrise* application, the researcher concludes that there are several activities in using the *Memrise* application to learn and review vocabulary. First, students read English vocabulary or phrases related to the previously selected theme and their meanings.



Picture 2.4 Public Profile

Students can test their memory with some of these tests. The multiple choice test presents certain Indonesian words then students find answer choices where the English of the word is presented. The test presents a word recorded by the original recording, then asked to guess the word/phrases

referred to by native speakers and the last test is a type test, this form test presents certain English words then the student's task is to write down the meaning of the word. Finally, students can see the ranking of the acquisition of words or phrases that have been studied previously through their respective profiles.

2.2 Previous Related Studies

There are several previous researchers on the benefits or impact of *Memrise* in the field of education :

Walker has proven that *Memrise* has a positive impact on students' language learning in his research "The Impact of *Memrise* Use on Students' Perceptions of Latin Vocabulary Learning and on Long-Term Word Memory". It was found that students using *Memrise* were fun and comfortable and therefore it would be a useful tool for Latin teachers to use in teaching vocabulary. (<https://doi.org/10.1017/S2058631015000148>).

William Hamer in his journal " Utilizing Memrise Application as Instructional Media-Based Technology to Enrich The Students' Vocabulary Mastery", stated that it can be determined that the *Memrise* application is useful and pleasant for increasing learners' knowledge of online vocabulary achievement. It means that the students who are better in vocabulary mastery will be easier to develop their quality of learning English. Therefore, *Memrise* application can be used as an excellent online/ mobile teaching and learning tools for improving communication and active thinking skills as well.

<https://utns.proceedings.id>).

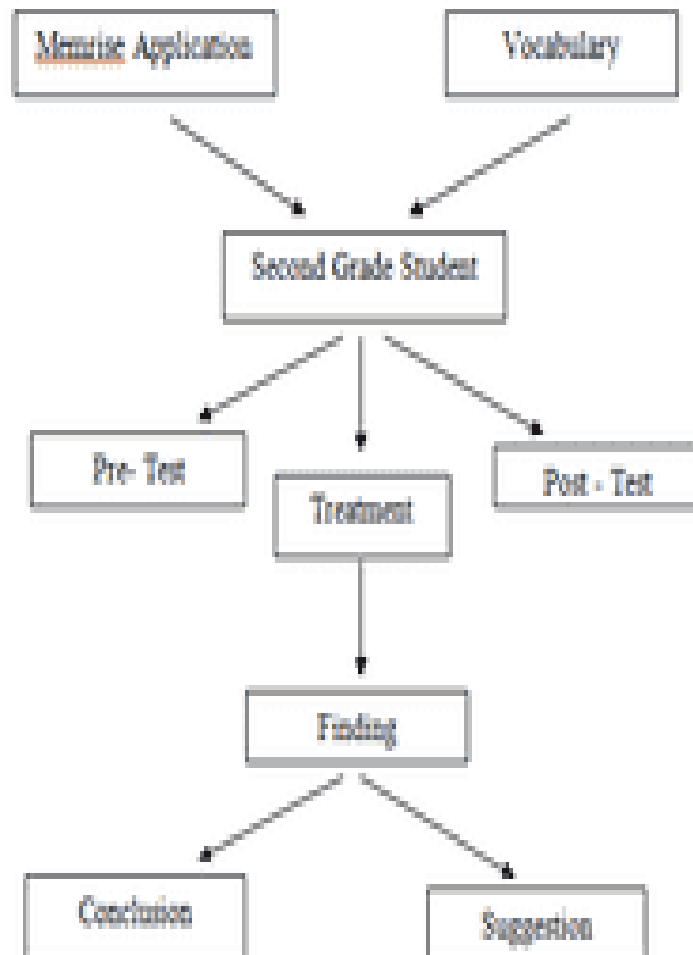
Juni harma Dewi Dalimunthe in her journal, “The Effect of using Memrise application on Students Vocabulary Mastery” stated that the Memrise application is quite helpful for students in improving English vocabulary. If we look at the memrise application review that memrise teaches from beginner to advance. The vocabulary offered is from easy to difficult. If we use the Memrise application on an ongoing basis or make a learning target of at least 15 minutes of learning every day, the effect of this application is that this application helps students improve their English skills. Besides, in this application, there is also an examination/testing system to assess the English language skills of someone who has learned to use the application.

<https://doi.org/10.2139/ssrn.2804018>

So, from the three studies, it can be said that using the *Memrise* application in teaching English can influence and to enrich students' vocabulary. In this case, the researcher also uses the *Memrise* application to improve vocabulary enrichment of grade 2 students of SMP Dharma Pancasila Medan.

2.3 Conceptual Framework

The main focus of this research is the use of the *Memrise* application to influencing students' vocabulary enrichment. This research will be given in the following diagram:

Figure 1. Analytical Construct

At this stage, it was collected the main information about vocabulary enrichment and Memrise Applications that were delivered to eight grade student at SMP Dharma Pancasila Medan by giving a vocabulary test before applying the treatment. The stages are Pre-test, Treatment and Post test.

In the next stages, the researcher it was applied the test to enrich the enrichment of students' vocabulary. That is teaching vocabulary to students by using the memrise application that applies the repetition method.

At the discovery stage, researchers will determine the effect of using applications in learning vocabulary to students. Maybe the pre test, treatment, post test can show results. Whether the enrichment of students' vocabulary to enrich or not.

2.4 Hypothesis

Ha : The Memrise application is able to affect the vocabulary enrichment at eight grade students of SMP Dharma Pancasila Medan.

Ho : The Memrise application is not able to affect the vocabulary enrichment at eight grade students of SMP Dharma Pancasila Medan.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

This research will be conducted using experimental research. Experimental design is the traditional approach to conducting quantitative research. The aim is to find out whether there is a significant effect of using *Memrise* application on students or not. There were two groups in this research, they were experimental group and control group. Pre-test will be applied before treatment and post-test will be applied after treatment. In conducting the treatment, the researcher used the *Memrise* Application in the experimental group while the control group used conventional teaching media such as memorizing vocabulary. The design will be explained as follows:

Table 3.1
The Research Design

Group	Pre-test	Treatment	Post-test
Experimental (VIII A)	✓	Using Memrise Application	✓
Control (VIII B)	✓	Using Conventional Technique (Memorizing Vocabulary)	✓

3.2 Population and Sample

3.2.1 Population

The population of this research is the eight grade students of SMP Dharma Pancasila Medan of 2021/2022

academic year who consists of 60 students in 2 parallel classes (VIII A and VIII B).

Table 3.2
Population of Research

No	Class	Population
1	VIII A	30
2	VIII B	30
Total		60

3.2.2 Sample

The sample is part of the number and characteristics possessed by the population. Samples taken from these populations must be truly representative. According to Arikunto, if the total population is less than 100 people then the total sample is taken from the total of population but if the population is more than 100 people, then it can be taken 10-15% or 20-25% of the total population. So, the researcher took sample from the population by total sampling. The total number of sample in this study were 60 students.:

Table 3.3
Sample of Research

No	Class	Sample
1	VIII A (Experimental Group)	30
2	VIII B (Control Group)	30
Total		60

3.3 Location and Time

This research will be conducted at SMP Dharma Pancasila Medan at Jalan.Dr. Mansyur No.71AKec.Medan Selayang, Sumatera Utara at academic year of 2022/2023, eight grade student in junior high school. The reason for choosing this school is because the researcher found that the eight grade students had problems in vocabulary enrichment and the researcher wanted to provide new ideas using the *Memrise* application that did not yet exist in teaching vocabulary enrichment at the school. The time of this research in this study occur for 2 months from the issuance of the research permit by UMSU.

3.4 Instrument of Research

The researcher used a vocabulary test as an instrument. Tests will be applied for pre-test- and post-test. The pre-test aims to determine the students' vocabulary enrichment before applying the *memrise* application, while the post-test aims to determine the students' vocabulary enrichment after using the *memrise* application.

3.5 Technique of Collecting the Data

Researchers tested and administered questionnaires in data collection, pre-test and post-test. The pre-test is given to determine the previous ability before doing the material and the post-test will show the enrichment of students' vocabulary after presenting the material

using the *Memrise* Application.

The data of this study were collected using anpretest, treatment and posttest. To collect data, the researcher will use the following steps:

1. Pre-test

Before giving the treatment, the researcher gives the students a pre-test as a test to measure their vocabulary enrichment. The test was given to the experimental and control group. After giving the pre-test the researcher checked the students' work to find out how the students lacked vocabulary enrichment. After giving the pre-test the researcher gave treatment to the students.

2. Treatment

Treatment in the experimental group to enrich students' vocabulary using the Memrise application. Both of experimental and control group were taught by using the same topics but different treatments. Treatment means the researcher uses the Memrise Application as a media for students' vocabulary enrichment. There is a safe procedure research, researchers need 2 months to conduct research.

3. Post Test

After having the treatment,the students of both groups would be given the post-test. This is intended to determine the success of the treatment or not. The post-test has the same procedure as the pre-test.

3.6 Technique for Analyzing the data

In analyzing the data, some techniques will be as follow:

1. Normality Test

According to Rahayu and Maman (2012:177), the data normality test is a form of testing the normality of the data distribution. The purpose of this test is to determine whether the data taken is normal data or not.

In this study, the normality test used was the Kolmogorov-Smirnov test. Testing the normality of the data with the Kolmogorov-Smirnov test can be done with the help of the SPSS version 16.0 for windows program with the significant level used is 5% (0.05).

- 1) If $\text{sig} > 0.05$ then the data is normally distributed.
- 2) If the $\text{sig} < 0.05$ then the data is not normally distributed.

2. Homogeneity Test

Homogeneity test of variance test aims to determine whether the data pair to be tested for differences represents the variance that is classified as homogeneous (not different). This is done because to use a different test, the variance of the data group to be tested must be homogeneous.

To simplify the calculation of data homogeneity, the researcher used the SPSS version 16.0 for windows program with the following conditions:

- 1) The value of $\text{sig} > 0.05$ then the data has a homogeneous variance.
- 2) The value of $\text{sig} < 0.05$ means that the data has a non-homogeneous variance.

3. Hypothesis Test

Hypothesis testing was used to compare two unpaired samples using the t-test Independent Sample T test with the help of SPSS version 16.0 for windows. The t-test was used to test the significance of the difference in the average class effect. The requirements for the Parametric Statistical Test are that the data must first be confirmed to be normal. According to Imam Ghozali (2012:66) the conditions used in the significance value (Sig) are:

- 1) If the value of Sig (2-tailed) < 0.05 , then there is a significant difference between learning outcomes in CLASS VIII A and CLASS VIII B.
- 2) If the value of Sig (2-tailed) > 0.05 , then there is no significant difference between learning outcomes in CLASS VIII A and CLASS VIII B.

CHAPTER IV

DATA, DATA ANALYSIS, FINDINGS AND DISCUSSION

4.1 Data

This data was conducted by using an experimental research. There were two groups in this research, namely experimental group and control group. Firstly, the experimental group was given pre-test before giving the treatment. Then, the experimental group that treated by using *memrise* application. After giving the treatment, the experimental was given post-test. The students' score of experimental group could be seen in the following table :

Table 4.1
The Result of Pre-test and Post-test of Experimental Group

No	Student's Initial Name	Pre - Test	Post test
1	AD	60	75
2	AR	65	75
3	AN	45	75
4	AF	75	70
5	AN	65	70
6	AA	60	85
7	AL	55	90
8	DK	55	85
9	EP	55	65
10	GK	60	80
11	HR	45	65
12	HB	60	70
13	JH	50	70
14	JN	50	65
15	KS	50	80
16	MA	80	80
17	MA	60	75
18	MA	40	65

19	PS	60	70
20	RS	55	60
21	RN	65	75
22	RD	50	70
23	RS	45	60
24	SB	60	70
25	SM	50	65
26	TG	70	80
27	UB	55	65
28	WR	65	75
29	ZS	65	75
30	ZY	70	90

Based on the table above of pre-test and post-test from the experimental group, it showed that the lowest score of pre-test was 40 and the highest score of pre-test was 80. While in the lowest score of post-test was 60 and the highest score of post-test was 90.

Secondly, the control group was given of pre-test before giving the treatment. Then, the control group that treated by lecturing method. After giving the treatment, the control group was given post-test. The students' score of control group could be seen in the following table:

Table4.2
The Result of Pre-test and Post-test of Control Group

No	Student's Initial Name	Pre - Test	Post test
1	AD	55	65
2	AR	60	65
3	AN	55	65
4	AF	50	60
5	AN	55	60

6	AA	65	75
7	AL	70	80
8	DK	70	75
9	EP	50	55
10	GK	60	70
11	HR	40	55
12	HB	50	60
13	JH	55	65
14	JN	50	60
15	KS	65	70
16	MA	60	65
17	MA	80	80
18	MA	70	75
19	PS	60	65
20	RS	55	60
21	RN	65	70
22	RD	60	75
23	RS	55	60
24	SB	50	55
25	SM	45	50
26	TG	60	70
27	UB	50	55
28	WR	65	70
29	ZS	60	70
30	ZY	75	80

Based on the table above of pre-test and post-test from the control group, it showed that the lowest score of pre-test was 40 and the highest score of pre-test was 80. While in the lowest score of post-test was 50 and the highest score of post-test was 80.

4.2 Data Analyze

4.2.1 Descriptive Statistics

Descriptive statistics are used to describe or describe the data that has been collected as it is in this study. Based on the SPSS processed data which includes the results of the pretest and posttest from the experimental group and the control group, it will be possible to know the maximum value, minimum value, mean and standard deviation of each variable which can be seen in table 4.3 below :

Table4.3
The Result of Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre Test Eksperimen	30	40	80	58.00	9.340
Post Test Eksperimen	30	60	90	73.17	8.039
Pre Test Kontrol	30	40	80	58.67	8.996
Post Test Kontrol	30	50	80	66.00	8.242
Valid N (listwise)	30				

Based on table 4.3, it can be seen the number of samples, mean value, the maximum value, the minimum value and the standard deviation value for each variable.

4.2.2 Normality Test

Normality test is used to determine whether the samples obtained are normally distributed or not. In this study, the normality test was

determined using a statistical test with the help of the SPSS program, namely the Kolmogorov-Smirnov test. The results of the normality of this study can be seen in the following table:

Table 4.4
Test of Normality

Tests of Normality							
	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Student's Learning Outcomes	Pre Test Eksperimen	.118	30	.200*	.971	30	.569
	Post Test Eksperimen	.153	30	.070	.944	30	.115
	Pre Test Kontrol	.141	30	.132	.968	30	.476
	Post Test Kontrol	.133	30	.183	.951	30	.184
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Normality test above is used to determine whether the distribution is normal or not. The conditions used are if P (Asymp. Sig.) > 0.05 then the results are said to be normal. Conversely, if $P < 0.05$, the results are said to be abnormal. From the results of the normality test above the pretest item in the experimental group obtained (Sig=0.200) and the posttest item obtained (Sig=0.070) it shows that the normality test is normally distributed (Sig > 0.05). Furthermore, the pretest item in the control group obtained (Sig = 0.132) and the posttest item obtained (Sig = 0.183) it also states that normality test is normally distributed.

4.2.3 Homogeneity Test

Based on the instrument trials that have been carried out in the experimental group and control group, each result is obtained which is presented in the form of the following table:

Table 4.5
Test of Homogeneity

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Student's Learning Outcomes	Based on Mean	.205	3	116	.893
	Based on Median	.146	3	116	.932
	Based on Median and with adjusted df	.146	3	110.872	.932
	Based on trimmed mean	.213	3	116	.888

From the output of the homogeneity test results above, it shows sig 0.893, it can be explained that the value of sig > 0.05 , it can be concluded that the test results show that the data is homogeneous.

4.2.4 Hypothesis Test

The hypothesis test in this study used a t-test with a sample of 60 students divided into 2 groups, namely experimental and control through tests in the form of pre-test and post-test. To find out whether or not there is an influence in this study, it can be seen in the table below.

The basis for making t-test decisions are as follows:

- 1) If the significance value (2-tailed) < 0.05 , then H_0 is rejected and H_a is accepted.
- 2) If the significance value (2-tailed) $>$, then H_0 is accepted and H_a is rejected.

In the t-test used is the Independent Sample t-test with the help of SPSS 16.0 for windows.

Table4.6
The Result of Hypothesis

Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Student's Learning Outcomes	Kelas VIII A	30	73.17	8.039	1.468
	Kelas VIII B	30	66.00	8.242	1.505

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Student's Learning Outcomes	Equal variances – assumed	.066	.798	3.409	58	.001	7.167	2.102	2.959	11.374
	Equal variances not assumed			3.409	57.964	.001	7.167	2.102	2.959	11.374

Based on the output of the table above, the data on the results of the t-test in the table shows that there is a significant effect to enrich the scores of students in class VIII A (Using *Memrise* Application) with the posttest ($M = 73.17$, $SD = 8.039$) and the scores of students in class VIII B (Using Conventional Method) with the posttest ($M = 66.00$, $SD = 8.242$), t count = 3.409, value sig (2-tailed) = $0.001 < 0,05$. then H_0 is rejected and H_a is accepted. It can be concluded that there is a significant difference between learning outcomes using the *Memrise* application as a digital media skill in eight grade students which is higher than using conventional technique. thus there is an effect of the *Memrise* Application to enrich student's vocabulary.

4.3 Findings

Based on the research study that the value sig (2-tailed) = $0.001 < 0,05$ then H_0 is rejected and H_a is accepted. It's shows that student learning outcomes in Vocabulary enrichment using *Memrise* application as digital media skill at eight grade student are higher than using conventional

technique.

4.4 Discussion

This study aims to determine the effect of using Memrise Application learning media on vocabulary enrichment for eight grade at SMP Dharma Pancasila Medan.

Based on the data analysis of the research results, then an analysis was carried out through an independent sample test statistical test. Based on the result of the t-test, the results of the t-test shows that there is a significant effect to enrich the value sig (2-tailed) = 0.001 < 0, 05. then Ho is rejected and Ha is accepted.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the results of t-test that H_0 is rejected and H_a is accepted. It can be concluded that there is a significant difference between the pretest and posttest questions, thus there is an effect of the *Memrise Application* to enrich student's vocabulary.

Based on result of pre-test and post-test from the experimental group, it showed that the lowest score of pre-test was 40 and the highest score of pre-test was 80. While in the lowest score of post-test was 60 and the highest score of post-test was 90. Based on the table above of pre-test and post-test from the control group, it showed that the lowest score of pre-test was 40 and the highest score of pre-test was 80. While in the lowest score of post-test was 50 and the highest score of post-test was 80.

5.2 Suggestions

Based on the results of the discussion and conclusions, the suggestions in the research. These are as follows :

a. To English's Teacher

As a teacher in the process of teaching and learning activities, it is expected to pay attention to the media that will be used in

learning, which of course must pay attention to the needs and suitability of learning media with the ability of students to master vocabulary so that it can enrich the vocabulary of students. For example, by using the *Memrise* Application in learning and enriching students' vocabulary, the teacher should use the *Memrise* Application as a learning medium. Because the use of the *Memrise* Application will also train students to get used to using technology as a learning medium.

b. For Students

In today's digital era, it is expected to maximize the use of technology as a learning medium to enrich knowledge insight. So that students can be more active and have greater insight to study.

c. For Other Researchers

Research on learning media *Memrise* Application is more emphasis on cognitive assessment to determine the level of results based on the results of research related to learning to use media so that it can influencing student learning outcomes of class VIII SMP Dharma Pancasila.

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Appendix 1

LESSON PLAN (EXPERIMENTAL GROUP)

Sekolah	: SMP Dharma Pancasila Medan
Mata pelajaran	: Bahasa Inggris
Kelas/Semester	: 8/1
Judul materi	: It's English time!
Alokasi waktu	: 4 x 40 menit

Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik di harapkan dapat :

- Mengidentifikasi fungsi sosial , struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian dan responnya sesuai dengan konteks penggunaannya.

Media pembelajaran, Alat/Bahan dan sumber Belajar :

Media Pembelajaran : Projector, Laptop , Memrise Application.

Alat/Bahan : Penggaris spidol, papan tulis, laptop dan infocus

Sumber belajar : Buku Bahasa Inggris "When English Rings a bell"

Kegiatan Pembelajaran

Pendahuluan :

- Guru mengucapkan salam dan berdoa.
- Guru memberikan motivasi dan apresiasi
- Guru menginformasikan tujuan pembelajaran
- Guru Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya

Inti :

- Guru memperlihatkan beberapa kosakata yang ada di Memrise Application
- Guru mengajak siswa untuk menerjemahkan beberapa kosakata di Memrise Application.

- Dengan bimbingan dan pengarahan dari guru, siswa di minta untuk mampu menyelesaikan beberapa exercise yang ada di Memrise Application.
- Dengan bimbingan guru dan pengarahan dari guru siswa di minta untuk membuat sebuah kalimat mengenai kemampuan dan kemauan melakukan suatu tindakan dari kata yang terdapat di Memrise Application.

Penutup :

- Guru beserta siswa membuat kesimpulan singkat tentang materi meminta perhatian dan responnya .
- Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya
- Guru mengakhiri pembelajaran dengan ucapan doa dan salam.

Penilaian :

Sikap	<ul style="list-style-type: none"> • Observasi Spiritual (mengucapkan salam dan doa) Sosial (Hadir tepat waktu dan aktif dalam kegiatan pembelajaran)
Pengetahuan	<ul style="list-style-type: none"> • Penugasan Peserta didik mencatat tentang kosakata yang didapat dari Memrise Application Peserta didik diminta untuk mengerjakan soal pretest dan posttest.
Keterampilan	<ul style="list-style-type: none"> • Tes praktik Peserta didik membacakan laporan singkat tentang kegiatan rutin yang biasa di lakukan.

Medan, Juli 2022

Mengetahui

Kepala SMP Dharma Pancasila

Peneliti

Suwito,S.Pd.,M.Hum
NIP. 19640929198803 1007

Putri Annisa Z
NPM.1802050128

LESSON PLAN (CONTROL GROUP)

Sekolah : SMP Dharma Pancasila Medan
Mata pelajaran : Bahasa Inggris
Kelas/Semester : 8/1
Judul materi : It's English time!
Alokasi waktu : 4 x 40 menit

Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik di harapkan dapat :

- Mengidentifikasi fungsi sosial , struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memeriksa pemahaman seseorang, menanyakan dan meresponnya sesuai dengan konteks penggunaannya.

Media pembelajaran, Alat/Bahan dan sumber Belajar :

Media Pembelajaran : Worksheet atau lembar kerja.
Alat/Bahan : Penggaris spidol, papan tulis, laptop dan infocus
Sumber belajar : Buku Bahasa Inggris "When English Rings a bell"

Kegiatan Pembelajaran

Pendahuluan :

- Guru mengucapkan salam dan berdoa.
- Guru memberikan motivasi dan apresiasi
- Guru menginformasikan tujuan pembelajaran
- Guru Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya

Inti :

- Guru menuliskan kosakata di papan tulis

- Setelah peserta didik selesai mendengarkan penjelasan dan mengamati kemudian guru meminta peserta didik untuk mencatat dan menerjemahkan kosakata tersebut
- Guru meminta siswa untuk menyelesaikan beberapa exercise yang ada di buku cetak siswa
- Siswa kemudian membuat sebuah kalimat mengenai kemampuan dan kemauan melakukan suatu tindakan dari kata yang diberikan oleh guru.

Penutup :

- Guru beserta siswa memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- Guru mengakhiri pembelajaran dengan ucapan doa dan salam.

Penilaian :

Sikap	<ul style="list-style-type: none"> • Observasi Spiritual (mengucapkan salam dan doa) Sosial (Hadir tepat waktu dan aktif dalam kegiatan pembelajaran)
Pengetahuan	<ul style="list-style-type: none"> • Penugasan Peserta didik mencatat tentang kosa kata. Peserta didik diminta untuk mengerjakan soal pretest dan posttest.
Keterampilan	<ul style="list-style-type: none"> • Tes praktik Peserta didik melafalkan kosakata yang sudah dipelajarinya.

Medan, Juli 2022

Mengetahui

Kepala SMP Dharma Pancasila

Peneliti

Suwito,S.Pd.,M.Hum
NIP. 19640929198803 1007

Putri Annisa Z
NPM.1802050128

Appendix 2

VOCABULARY TEST (Pretest & Posttest)

Choose A, B, C or D as the best answer

A dog and a cock became great friends. One day they travelled together. At night they sleep in the forest. The Cock perched himself on the (1)...of a tree, while the Dog found a bed beneath in the hollow trunk. When the morning dawned, the Cock, as usual, crowed very (2)... Several times. A Fox heard the sound, and wanted to eat the cock as breakfast. He came and stood under the branches, saying how (3)... His voice was and he wanted to meet the cock.

1. A. roots B. trunks C. leaves D. branches
2. A. loud B. aloud C. loudly D. loudness
3. A. soft B. loud C. hard D. beautiful

It was (4).....in the little cottage in the woods. Snow White (5).....each Dwarf good night and tucked them into bed. "Wait! Wait!" called out Happy before she blew out the candle. "Please tell us a story!" "(6)....., said Snow White, smiling.

4. A. night B. morning C. afternoon D. midnight
5. A. wiped B. kissed C. smiled D. touched
6. A. Oh no B. good C. very well D. I am sorry

Arrange the words to make a meaningful sentence.

7. Will – open – Monday and Wednesday – be – each – afternoons
1 2 3 4 5 6

-The Uniform Shop.
7

- A. 3-5-1-4-2-6-7
- B. 7-1-4-2-5-3-6
- C. 5-1-4-2-6-3-7
- D. 7-2-1-4-3-6-5

8. Of the mountain – is – his room – the beautiful view – the man
1 2 3 4 5

- looking at – from
6 7

- A. 5-6-4-7-3-1-2
- B. 5-2-6-4-1-7-3
- C. 5-1-2-6-4-7-3
- D. 5-6-1-7-2-3-4

9. Five – under – children – don't – unattended – leave – year
1 2 3 4 5 6 7

- A. 4-3-6-2-1-7-5
- B. 4-5-3-2-1-6-7
- C. 4-6-3-2-1-7-5
- D. 4-5-3-2-1-7-6

10. Some – there – stations – are – television – Indonesia – in
1 2 3 4 5 6 7

- A. 2-4-1-5-3-7-6
- B. 1-3-5-2-4-7-6
- C. 2-4-3-5-1-7-6
- D. 1-5-3-2-4-7-6

For questions 46 to 48, choose the best answer to complete the text.

A Dog and a Cock became great friends. One day they travelled together. At night they sleep in the forest. The Cock perched himself on the (46)... of a tree, while the Dog found a bed beneath in the hollow trunk. When the morning dawned, the Cock, as usual, crowed very (47)... several times. A Fox heard the sound, and wanted to eat the cock as breakfast. He came and stood under the branches, saying how (48)... his voice was and he wanted to meet the cock.

→ Soal 1-3

- | | |
|--------------|--------------|
| 46. A. roots | C. leaves |
| B. trunks | D. branches |
| 47. A. Loud | C. loudly |
| B. aloud | D. loudness |
| 48. A. soft | C. hard |
| B. loud | D. beautiful |

49. Arrange the following sentences into a good paragraph.

1. Skateboarders skated on streets or sidewalks.
2. In the beginning, skateboarding was simple.
3. Today's skaters are like flying acrobats.
4. What secret powers do these skateboarders have?
5. Doesn't gravity apply to them?
6. They leap, skid over obstacles, flip, and turn at amazing speeds.
7. Their most exciting trick was to slide down the top of a hill.
8. The answer is simple: understand the laws of physics.

- A. 2-1-3-7-4-6-5-8
- B. 2-7-1-6-3-5-4-8
- C. 2-6-7-1-5-8-4-3
- D. 2-1-7-3-6-4-5-8

41. "Their" in "But where are their eyes?" refers to...
- people.
 - two dragons.
 - four dragons.
 - everyone.
42. What's possible title for the text?
- Draw Dragon Dot Eyes
 - Sung-Yow
 - Alive dragons
 - Secret dragons painting

For questions 43 to 45, complete the text with appropriate words

It was (43).....in the little cottage in the woods. Snow White (44).....each Dwarf good night and tucked them into bed. "Wait! Wait!" called out Happy before she blew out the candle. "Please tell us a story!"

"(45).....," said Snow White, smiling.

43. A. night C. afternoon
B. morning D. midnight
44. A. wiped C. smiled
B. kissed D. touched
45. A. Oh no C. Very well
B. Good D. I am sorry

For questions 46 to 48, complete the text with appropriate words

How to scramble eggs

Break eggs into bowl. Add 1 table-spoon milk or cream and a dash of (46).....for each egg. Beat well with fork. Heat half table-spoon fat for each egg in moderately hot skillet. (47).....in mixture and reduce heat. Cook (48)....., turning gently as mixture sets at bottom and sides of pan. Avoid constant stirring. When cooked through but still moist (5 to 8 minutes), serve at once.

46. A. sugar
B. water
C. milk
D. salt and pepper
47. A. Pour C. Put
B. Heat D. Move
48. A. fast C. hard
B. Slowly D. calmly

49. What is the best arrangements for the following words to become a good sentence?

Will-open-Monday and Wednesday

1 2 3

-be-each-afternoons-

4 5 6

The Uniform Shop

7

- 3-5-1-4-2-6-7
- 7-1-4-2-5-3-6
- 5-1-4-2-6-3-7
- 7-2-1-4-3-6-5

50. What is the best arrangement for the following sentences to become a good paragraph?

- Most people who meet him think he is strange, but I believe he is just shy.
- He does not have many friends, but he does not mind.
- Mr. Bean is one of my favourite characters.
- He is slim and of medium height.
- He usually wears a brown suit.
- He likes to drive his small car and he loves his teddy bear.
- He has brown eyes and short brown hair.
- He is an ordinary looking man.

- 1-2-3-4-5-6-7-8
- 8-4-1-5-2-3-6-7
- 3-8-4-7-5-2-6-1
- 2-3-4-5-1-6-7-8

→ Soal 4-6

→ Soal No. 7

1. Penalaran

High school - my friend - is wearing - the boy - who - a red cup - from - is

- 1 2 3 4 5 6 7 8
- a. 4-5-3-6-7-1-8-2
 - b. 1-2-6-8-7-4-5-3
 - c. 7-2-4-1-8-3-5-6
 - d. 5-6-8-2-3-1-7-4

2. Penalaran

My house - went out - was raining - when - it - very hard - the electricity - in

- 1 2 3 4 5 6 7 8
- a. 4-5-3-6-7-8-1-2
 - b. 1-2-6-8-7-4-5-3
 - c. 7-2-4-1-8-3-5-6
 - d. 5-6-8-2-3-1-7-4

3. Penalaran

Of the mountain - is - his room - the beautiful view - the man - looking at - from

- 1 2 3 4 5 6 7
- a. 5-6-4-7-3-1-2
 - b. 5-2-6-4-1-7-3
 - c. 5-1-2-6-4-7-3
 - d. 5-6-1-7-2-3-4

4. Penalaran

Five - under - children - don't - unattended - leave - year

- 1 2 3 4 5 6 7
- a. 4-3-6-2-1-7-5
 - b. 4-5-3-2-1-6-7
 - c. 4-6-3-2-1-7-5
 - d. 4-5-3-2-1-7-6

→ Soal 8-10

5. Penalaran

Chose the best answers from the questions below

Some - there - stations - are - television - Indonesia - in

- 1 2 3 4 5 6 7
- a. 2-4-1-5-3-7-6
 - b. 1-3-5-2-4-7-6
 - c. 2-4-3-5-1-7-6
 - d. 1-5-3-2-4-7-6

Appendix 3 Student's Paper Answer

NAMA : Bago bimo nugroho
KELAS : 8B

30

VOCABULARY TEST
(Pretest & Posttest)

Choose A, B, C or D as the best answer

A dog and a cock became great friends. One day they travelled together. At night they sleep in the forest. The Cock perched himself on the (1)...of a tree, while the Dog found a bed beneath in the hollow trunk. When the morning dawned, the Cock, as usual, crowed very (2)... Several times. A Fox heard the sound, and wanted to eat the cock as breakfast. He came and stood under the branches, saying how (3)... His voice was and he wanted to meet the cock.

1. A. roots B. trunks C. leaves D. branches ✓ 5
2. A. loud B. aloud C. loudly D. loudness ✗
3. A. soft B. loud C. hard D. beautiful ✓ 5

It was (4).....in the little cottage in the woods. Snow White (5).....each Dwarf good night and tucked them into bed. "Wait! Wait!" called out Happy before she blew out the candle. "Please tell us a story!" "(6)....., said Snow White, smiling.

4. A. night B. morning C. afternoon D. midnight ✗
5. A. wiped B. kissed C. smiled D. touched ✗
6. A. Oh no B. good C. very well D. I am sorry ✗

Arrange the words to make a meaningful sentence.

7. Will -open - Monday and Wednesday - be - each - afternoons
1 2 3 4 5 6

-The Uniform Shop.

7

A. 3-5-1-4-2-6-7

B. 7-1-4-2-5-3-6

C. 5-1-4-2-6-3-7

D. 7-2-1-4-3-6-5

8. Of the mountain - is - his room - the beautiful view - the man
1 2 3 4 5

- looking at - from
6 7

A. 5-6-4-7-3-1-2

B. 5-2-6-4-1-7-3

C. 5-1-2-6-4-7-3

D. 5-6-1-7-2-3-4

9. Five - under - children - don't - unattended - leave - year
1 2 3 4 5 6 7

A. 4-3-6-2-1-7-5

B. 4-5-3-2-1-6-7

C. 4-6-3-2-1-7-5

D. 4-5-3-2-1-7-6

10. Some - there - stations - are - television - Indonesia - in
1 2 3 4 5 6 7

A. 2-4-1-5-3-7-6

B. 1-3-5-2-4-7-6

C. 2-4-3-5-1-7-6

D. 1-5-3-2-4-7-6

NAMA : Hafiz Raditya

KELAS : VIII B

Hrp

VOCABULARY TEST
(Pretest & Posttest)

40

Choose A, B, C or D as the best answer

A dog and a cock became great friends. One day they travelled together. At night they sleep in the forest. The Cock perched himself on the (1)....of a tree, while the Dog found a bed beneath in the hollow trunk. When the morning dawned, the Cock, as usual, crowed very (2)... Several times. A Fox heard the sound, and wanted to eat the cock as breakfast. He came and stood under the branches, saying how (3)... His voice was and he wanted to meet the cock.

1. A. roots B. trunks leaves D. branches ✗
2. A. loud B. aloud C. loudly D. loudness ✗
3. A. soft B. loud C. hard D. beautiful ✓ 5

It was (4).....in the little cottage in the woods. Snow White (5).....each Dwarf good night and tucked them into bed. "Wait! Wait!" called out Happy before she blew out the candle. "Please tell us a story!" "(6)....., said Snow White, smiling.

4. A. night B. morning C. afternoon D. midnight ✓ 5
5. A. wiped B. kissed C. smiled D. touched ✗
6. A. Oh no B. good C. very well D. I am sorry ✗

Arrange the words to make a meaningful sentence.

7. Will - open - Monday and Wednesday - be - each - afternoons
1 2 3 4 5 6

-The Uniform Shop.

A. 3-5-1-4-2-6-7

B. 7-1-4-2-5-3-6

C. 5-1-4-2-6-3-7 ✓ 15

D. 7-2-1-4-3-6-5

8. Of the mountain - is - his room - the beautiful view - the man
1 2 3 4 5

- looking at - from
6 7

A. 5-6-4-7-3-1-2

B. 5-2-6-4-1-7-3 ✓ 15

C. 5-1-2-6-4-7-3

D. 5-6-1-7-2-3-4

9. Five - under - children - don't - unattended - leave - year
1 2 3 4 5 6 7

A. 4-3-6-2-1-7-5

B. 4-5-3-2-1-6-7

C. 4-6-3-2-1-7-5 ✗

D. 4-5-3-2-1-7-6

10. Some - there - stations - are - television - Indonesia - in
1 2 3 4 5 6 7

A. 2-4-1-5-3-7-6

B. 1-3-5-2-4-7-6

C. 2-4-3-5-1-7-6 ✗

D. 1-5-3-2-4-7-6

NAMA : tegar Anugrah Bangun

KELAS : 8 A

VOCABULARY TEST
(Pretest & Posttest)

70

Choose A, B, C or D as the best answer

A dog and a cock became great friends. One day they travelled together. At night they sleep in the forest. The Cock perched himself on the (1)...of a tree, while the Dog found a bed beneath in the hollow trunk. When the morning dawned, the Cock, as usual, crowed very (2)... Several times. A Fox heard the sound, and wanted to eat the cock as breakfast. He came and stood under the branches, saying how (3)... His voice was and he wanted to meet the cock.

- 1. A. roots B. trunks C. leaves D. branches ✓ 5
- 2. A. loud B. aloud C. loudly D. loudness ✓ 5
- 3. A. soft B. loud C. hard D. beautiful ✗

It was (4).....in the little cottage in the woods. Snow White (5).....each Dwarf good night and tucked them into bed. "Wait! Wait!" called out Happy before she blew out the candle. "Please tell us a story!" "(6)....., said Snow White, smiling.

- 4. A. night B. morning C. afternoon D. midnight ✗
- 5. A. wiped B. kissed C. smiled D. touched ✓ 5
- 6. A. Oh no B. good C. very well D. I am sorry ✗

Arrange the words to make a meaningful sentence.

7. Will - open - Monday and Wednesday - be - each - afternoons
1 2 3 4 5 6

- The Uniform Shop.

7

A. 3-5-1-4-2-6-7

B. 7-1-4-2-5-3-6

C. 5-1-4-2-6-3-7

D. 7-2-1-4-3-6-5

8. Of the mountain - is - his room - the beautiful view - the man
1 2 3 4 5

- looking at - from

6 7

A. 5-6-4-7-3-1-2

B. 5-2-6-4-1-7-3

C. 5-1-2-6-4-7-3

D. 5-6-1-7-2-3-4

9. Five - under - children - don't - unattended - leave - year
1 2 3 4 5 6 7

A. 4-3-6-2-1-7-5

B. 4-5-3-2-1-6-7

C. 4-6-3-2-1-7-5

D. 4-5-3-2-1-7-6

10. Some - there - stations - are - television - Indonesia - in
1 2 3 4 5 6 7

A. 2-4-1-5-3-7-6

B. 1-3-5-2-4-7-6

C. 2-4-3-5-1-7-6

D. 1-5-3-2-4-7-6

NAMA : M. ADE 1812

KELAS : VIII A

80

VOCABULARY TEST
Posttest

Choose A, B, C or D as the best answer

A dog and a cock became great friends. One day they travelled together. At night they sleep in the forest. The Cock perched himself on the (1)...of a tree, while the Dog found a bed beneath in the hollow trunk. When the morning dawned, the Cock, as usual, crowed very (2)... Several times. A Fox heard the sound, and wanted to eat the cock as breakfast. He came and stood under the branches, saying how (3)... His voice was and he wanted to meet the cock.

1. A. roots B. trunks C. leaves D. branches ✗
2. A. loud B. aloud C. loudly D. loudness ✓ 5
3. A. soft B. loud C. hard D. beautiful ✓ 5

It was (4).....in the little cottage in the woods. Snow White (5).....each Dwarf good night and tucked them into bed. "Wait! Wait!" called out Happy before she blew out the candle. "Please tell us a story!" "(6)....., said Snow White, smiling.

4. A. night B. morning C. afternoon D. midnight ✗
5. A. wiped B. kissed C. smiled D. touched ✗
6. A. Oh no B. good C. very well D. I am sorry ✗

Arrange the words to make a meaningful sentence.

7. Will - open - Monday and Wednesday - be - each - afternoons
1 2 3 4 5 6

-The Uniform Shop.

7

A. 3-5-1-4-2-6-7

B. 7-1-4-2-5-3-6

C. 5-1-4-2-6-3-7

D. 7-2-1-4-3-6-5

8. Of the mountain - is - his room - the beautiful view - the man
1 2 3 4 5

- looking at - from

6 7

A. 5-6-4-7-3-1-2

B. 5-2-6-4-1-7-3

C. 5-1-2-6-4-7-3

D. 5-6-1-7-2-3-4

9. Five - under - children - don't - unattended - leave - year
1 2 3 4 5 6 7

A. 4-3-6-2-1-7-5

B. 4-5-3-2-1-6-7

C. 4-6-3-2-1-7-5

D. 4-5-3-2-1-7-6

10. Some - there - stations - are - television - Indonesia - in
1 2 3 4 5 6 7

A. 2-4-1-5-3-7-6

B. 1-3-5-2-4-7-6

C. 2-4-3-5-1-7-6

D. 1-5-3-2-4-7-6

Appendix 4

DOCUMENTATION OF RESEARCH







Appendix 5 Form K1



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form : K - 1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Putri Annisa Zulhantiar
NPM : 1802050128
Prog. Studi : Pendidikan Bahasa Inggris,
Kredit Kumulatif : 135 SKS

IPK = 3.68

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
 12/02/2022	The Effectiveness of Using Memrise Application as Digital Media Skill for Students' Vocabulary Enrichment at Second Grade Student SMP Dharma Pancasila Medan	
	Developing "Memrise" as Digital Media Skill for Students' Enrichment in Vocabulary at The Second Grade at SMP Dharma Pancasila Medan	
	The Transitivity Process of Ben Danio Stand up Asia : A Theory of Discourse Analysis	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, Februari 2022
Hormat Pemohon,



Putri Annisa Zulhantiar

Keterangan:

- Dibuat rangkap 3 :- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan

Appendix 6 Form K2



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Putri Annisa Zulhantiar
NPM : 1802050128
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Effectiveness of Using Memrise Application as Digital Media Skill for Students' Vocabulary Enrichment at Second Grade Student SMP Dharma Pancasila Medan

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

1. Dr. Bambang Nur Alamsyah, M.Hum

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.


Medan, Februari 2022
Hormat Pemohon,

Putri Annisa Zulhantiar

Keterangan

Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

Appendix 7 Form K3

	FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA Jl. Mukhtar Basri BA No. 3 Telp 6622400 Medan 20217 Form K3
---	---

Nomor : 527 /II.3-AU/UMSU-02/F/2022
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatuullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama Mahasiswa : Putri Annisa Zulhantiar
NPM : 1802050128
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effectiveness of Using Memrise Application as Digital Media Skill for Students' Vocabulary Enrichment at Second Grade Student SMP Dharma Pancasila Medan


Dosen Pembimbing : Dr. Bambang Nur Alamsyah, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :


1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa Perpanjangan tanggal : 24 Februari 2023

Wa'alaikumsalam Warahmatuullahi Wabarakatuh.


Medan, 24 Rajab 1443 H
25 Februari 2022 M



Dekan



Dra. Hj. Svamsuyurnita, M.Pd
NIP. 19670604 199303 2 002



Dibuat rangkap 4 (empat)

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan

WAJIB MENGKUTI SEMINAR

Appendix 8 Berita Acara Bimbingan Proposal



MAJELIS PENDIDIKAN TINGGI
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/ Prog. Studi : Pendidikan Bahasa Inggris
 Nama : Putri Annisa Zulhantiar
 NPM : 1802050128
 Program Studi : Pendidikan Bahasa Inggris
 Judul Penelitian : The Effectiveness of Using Memrise Application as Digital Media Skill for Students' Vocabulary Enrichment at Second Grade Student SMP Swasta Dharma Pancaila Medan

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
12 - 2 - 2022	Acc Judul	
18 - 2 - 2022	chapter I 1. Background of the study 2. Identification of the problem 3. Objective of the Study 4. Significance of the Study	
25 - 2 - 2022	Chapter II 1. Theoretical Framework 2. Conceptual Framework	
7 - 3 - 2022	Chapter III 1. Research Design 2. Population and Sample 3. Instrument of Research 4. Technique for Analyzing the Data	
11 - 3 - 2022	Acc Sempro	

Diketahui/ Disetujui
 Ketua Prodi

Pirman Ginting, S.Pd., M.Hum

Medan,
 Dosen Pembimbing

Dr. Bambang Nur Alamsyah, M.Hum

Appendix 9 Lembar Pengesahan Proposal



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini :

Nama : Putri Annisa Zulhantiar
NPM : 1802050128
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effectiveness of Using Memrise Application as Digital Media Skill for Students' Vocabulary Enrichment at Second Grade Student SMP Dharma Pancasila Medan

Sudah layak diseminarkan.

Medan, Maret 2022

Dosen Pembimbing

Dr. Bambang Nur Alamsyah, M.Hum

Appendix 10 Berita Acara Seminar Proposal



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Sabtu Tanggal 16 April Tahun 2022 diselenggarakan seminar Prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama : Putri Annisa Zulhantiar
N.P.M : 1802050128
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effectiveness of Using Memrise Application as Digital Media Skill For Students' Vocabulary Enrichment at Second Grade Student SMP Swasta Dharma Pancasila Medan

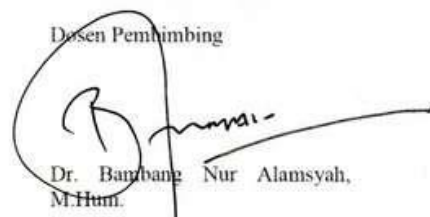
NO	MASUKAN / SARAN
BAB I	Put the phenomena and data in background.
BAB II	Theory of memrise / Previous Research.
BAB III	- Population and testing sampling - validity and reliability.
LAINNYA	- Instrument of research
KESIMPULAN	() Disetujui () Ditolak (<input checked="" type="checkbox"/>) Disetujui Dengan Adanya Perbaikan

Medan, 16 April 2022

Dosen Pembahas


Fatimah Sari Siregar, S.Pd., M.Hum.

Dosen Pembimbing


Dr. Bambang Nur Alamsyah,
M.Hum.

PANITIA PELAKSANA

Ketua



Pirman Ginting, S.Pd., M.Hum.

Sekretaris



Rita Harisma, S.Pd., M.Hum.

Appendix 11 Lembar Pengesahan Hasil Seminar Proposal



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Muchtar Basri No.3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini:

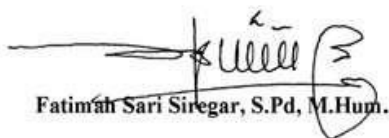
Nama : Putri Annisa Zulhantiar
NPM : 1802050128
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effectiveness of Using Memrise Application as Digital Media Skill for Students' Vocabulary Enrichment at Second Grade Student.

Pada hari Sabtu bulan Mei tahun 2022 sudah layak menjadi proposal skripsi..


Medan, Mei 2022

Disetujui oleh :

Dosen Pembahas


Fatimah Sari Siregar, S.Pd, M.Hum.

Dosen Pembimbing


Dr. Bambang Nur Alamsyah, M.Hum

Diketahui oleh :

Ketua Program Studi Pendidikan Bahasa Inggris


Pirman Ginting, S.Pd., M.Hum.

Appendix 12 Surat Pernyataan Tidak Plagiat



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mochtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Saya yang bertanda tangan dibawah ini :

Nama Mahasiswa : Putri Annisa Zulhantiar
NPM : 18002050128
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effectiveness of Using Memrise Application as Digital Media Skill for Students' Vocabulary Enrichment at Second Grade Student.

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong plagiat.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 16 April 2022
Hormat saya
Yang membuat pernyataan,



Putri Annisa Zulhantiar

Diketahui oleh
Ketua Program Studi
Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd., M.Hum

Appendix 12 Pengesahan Proposal



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp. (061)6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

PENGESAHAN PROPOSAL

Dengan diterimanya proposal yang telah diseminarkan oleh mahasiswa dibawah ini:

Nama : Putri Annisa Zulhantiar
NPM : 1802050128
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effectiveness of Using Memrise Application as Digital Media Skill for Students' Vocabulary Enrichment at Second Grade Student.

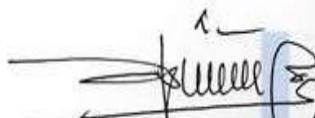
Panitia Proposal Penelitian Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa mahasiswa tersebut dapat diizinkan untuk melakukan riset di lapangan.

Medan, Mei 2022

Disetujui oleh :

Dosen Pembahas


Dosen Pembimbing


Fatimah Sari Siregar, S.Pd., M.Hum


Dr. Bambang Nur Alamsyah, M.Hum

Diketahui oleh :

Ketua Program Studi Pendidikan Bahasa Inggris


Pirman Ginting, S.Pd., M.Hum.

Appendix14 Permohonan Perubahan Judul Skripsi



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website :<http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Kepada Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : Permohonan Perubahan Judul Skripsi

Bismillahirrahmaanirrahim
Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Putri Annisa Zulhantiar
NPM : 1802050128
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

Judul Pertama :


The Effectiveness of Using Memrise Application as Digital Media Skill for Students' Vocabulary Enrichment at Second Grade Student SMP Dharma Pancasila Medan.

Menjadi :


The Effect of Using Memrise Application as Digital Media Skill for Students' Vocabulary Enrichment at Eight Grade Student.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Ketua Program Studi
Pendidikan Bahasa Inggris


Pirman Ginting, S. Pd., M.Hum

Dosen Pembahas


Fatimah Sri Siregar, S. Pd., M.Hum

Medan, Mei 2022
Hormat Pemohon


Putri Annisa Zulhantiar

Dosen Pembimbing


Dr. Bambang Nur Alamsyah, M.Hum

Appendix15 Surat Izin Riset



UMSU
Unggul, Cerdas, Berprestasi

Bila menyalin surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400
Website : <http://fkip.umsu.ac.id> E-mail : fkip@yahoo.co.id

Nomor : 1136 /IL3-AU/UMSU-02/F/2022 Medan, 08 Zulqaidah 1443 H
Lamp : --- 08 Juni 2022 M
Hal : **Permohonan Izin Riset**

Kepada Yth, Bapak/Ibu Kepala
SMP Dharma Pancasila Medan
di
Tempat

*Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb*

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan/aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu memberi izin kepada mahasiswa kami untuk melakukan penelitian/riset di sekolah yang Bapak/Ibu pimpin. Adapun data mahasiswa tersebut sebagai berikut:

Nama : **Putri Annisa Zulhantiar**
N P M : 1802050128
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : **The Effect of Using Memrise Application as Digital Media Skill for Students' Vocabulary Enrichment at Eight Grade Student.**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih. Akhirnya selamat sejahteralah kita semuanya, Amin.

Wassalamu'alaikum Wr. Wb.



Dekan,

Dra. Hj. Syamsyurnita, M.Pd
NIDN: 0004066701

****Penting!!****



Appendix16 Surat Keterangan Selesai Riset



YAYASAN DHARMA PANCASILA SUMATERA UTARA

SMP DHARMA PANCASILA

Akreditasi A NDS.3007120113, NSS. 204076007383, NPSN. 10210063.

Website : www.dharmapancasila.sch.id

Jln. Dr. Mansyur No. 71.A Medan 20121 Tlp. 08126342089

SURAT KETERANGAN

Nomor : 88 /YDPSU/SMP/F/VIII/2022

Yang bertanda tangan di bawah ini :

Nama : Suwito,S.Pd.M.,Hum
NIP : 19640929 198803 1 007
Jabatan : Kepala SMP Dharma Pancasila Medan

Menerangkan bahwa :

Nama : Putri Annisa Zulhantiar
NIM : 1802050128
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Using Memrise Application as Digital Media Skill for Students' Vocabulary Enrichment at Eight Grade Student.

Adalah benar nama tersebut telah datang ke SMP Dharma Pancasila Medan dan diberi izin untuk melaksanakan Riset guna pembuatan Skripsi.

Demikian Surat Keterangan ini diberikan untuk dipergunakan seperlunya.

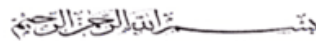
Medan, 12 Agustus 2022
Kepala Sekolah

SUWITO, S.Pd.M.,Hum.
Pembina TK. I
NIP. 19640929 198803 1 007

Appendix17 Berita Acara Bimbingan Skripsi



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/ Prog. Studi : Pendidikan Bahasa Inggris
Nama : Putri Annisa Zulhantiar
NPM : 1802050128
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Using Memrise Application as Digital Media Skill for Students' Vocabulary Enrichment at Eight Grade Student

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
20-07-2022	Chapter i 1. Data Analysis 2. Findings	
29-07-2022	Chapter iv Discussion	
03-08-2022	Chapter v 1. Conclusion 2. Suggestion	
08-08-2022	Abstract	
16-08-2022	Aec green table	

Diketahui/ Disetujui
Ketua Padi

Pirman Ginting, S.Pd., M.Hum

Medan, 16 Agustus 2022
Dosen Pembimbing

Dr. Bambang Nur Alamsyah, M.Hum

Appendix18 Surat Keterangan Bebas Pustaka



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
UPT. PERPUSTAKAAN

Terakreditasi A Berdasarkan Keputusan Perpustakaan Nasional Republik Indonesia No. 00059/LAP/PT/IX.2018
Pusat Administrasi : Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 66224567
☎ <http://perpustakaan.umsu.ac.id> ✉ perpustakaan@umsu.ac.id 📍 [perpustakaan_umsu](#)

© menyalah surat ini agar diadatkan
mas dan tangganya.

SURAT KETERANGAN

Nomor : 895 / KET/II.3-AU /UMSU-P/M/2022

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama : Putri Annisa Zulhantiar
NPM : 1802050128
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 16 Dzulhijjah 1443 H.
15 Juli 2022 M.

Kepala UPT Perpustakaan



Muhammad Arifin, S.Pd, M.Pd

Appendix19

CURRICULUM VITAE

1. Personal Information

Name : PUTRI ANNISA ZULHANTJAR
Place/Date of Birth : Medan, 12 Desember 2000
Gender : Female
Religion : Islam
Status : Single
Nationality : Indonesian
Address : Perumahan Puri Anom Asri Blok.D No.38 Deli Serdang
Department : English Education
Email : putriannisa122112@gmail.com

2. Parents' Information

Father : Zulham
Mother : Isnar Dayanti
Address : Perumahan Puri Anom Asri Blok.D No.38 Deli Serdang

3. Educational Background

2006 – 2012 : MIS Al-Fachran Deli Serdang
2012 – 2015 : SMP Swasta Dharma Pancasila Medan
2015 – 2018 : MAN 2 Model Medan
2018 – 2022 : An active student of English Study Program,
Faculty of Teacher Training and Education,
Universitas Muhammadiyah Sumatera Utara.

THE EFFECTIVENESS OF USING MEMRISE APPLICATION AS DIGITAL MEDIA SKILL FOR STUDENTS' VOCABULARY ENRICHMENT AT SECOND GRADE STUDENT

ORIGINALITY REPORT

20% SIMILARITY INDEX	20% INTERNET SOURCES	8% PUBLICATIONS	8% STUDENT PAPERS
--------------------------------	--------------------------------	---------------------------	-----------------------------

PRIMARY SOURCES

1	repository.iainpare.ac.id Internet Source	6%
2	repository.umsu.ac.id Internet Source	3%
3	repository.iainbengkulu.ac.id Internet Source	1%
4	repository.uinjambi.ac.id Internet Source	1%
5	repository.ar-raniry.ac.id Internet Source	1%
6	www.acarindex.com Internet Source	1%
7	turkjphysiotherrehabil.org Internet Source	1%
8	ejournal.undiksha.ac.id Internet Source	1%
	www.openjournal.unpam.ac.id	