



The Effect Of Using Memrise Application To Improve Students' Memorization Of Irregular Verb

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ABSTRACT

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This research was carried out to find out The Effect of Using Memrise Application to Improve Students' Memorization of Irregular Verb. This research used quantitative approach. The population of this research was the tenth grade of SMAN 3 Mandau. The sample used in this research was divided into the experimental with 36 students and control class with 36 students and the total of the sample was 72 students. The researcher gave 20 questions about irregular verb to collect the data in pre-test and post-test. The finding of t count was -5.372 while the level of significance of 5% was 2.028 in experiment class, and the finding of t count was -7.025 while the level of significance of 5% was 2.028 in control class. Therefore, Ha was accepted and Ho was rejected. In other word, there was significance effect of using Memrise application to improve students' memorization of irregular verb at the tenth grade SMAN 3 Mandau.

Introduction

Technology is now a part of everyday human life. Many aspects of society have been impacted by information and communication technology, particularly the internet, which allows for quick communication as well as sharing and access. This function is employed in banking and business as well as in education. The internet has been encouraged to be used in the teaching and learning process in the field of education, particularly while learning English. To participate in the advancement of international science and information technology in this era of globalization, learning English is crucial.

The need of learning English relate to technological tool. Each technological tool has specific benefits and applications with one of the four parts of language speaking, listening, reading, and writing (Gavin Dudeney, 2007). To integrate these skills, there are components that students must also learn, such as structure, spelling, pronunciation, vocabulary and grammar. In studying these components of course there are learning processes.

The learning process, especially in English, has several learning methods, one of which is by using the technology and information such as the Memrise application. Memrise is a free online foreign language learning app. Memrise can be accessed via the www.memrise.com link or can be downloaded via the Play store application on each Android. Memrise is an English platform that uses spaced repetition of flashcards to increase learning rates (Shellenbarger: 2019). It can be seen that technology provides learning instruments for students.

Apart from that Learning and memory are two of the most miraculous properties of the human mind. Learning is the ability to acquire new information, and memory keeps new information in place over time. In learning material Irregular verbs are one of the materials that require memorization. Irregular verbs are the most common verbs in English and in most other languages. The explanation is simple. Irregular forms must be memorized over and over again, generation after generation, to persist in the language, and the forms that are heard regularly are the easiest to memorize.

Based on the results of preliminary research made by researcher through observation on teaching English during internship researcher found Some of students feel bored with the memorization irregular verb. Some students feel lazy to memorize irregular verb. Some students are reluctant to memorize irregular verb using a dictionary.

A. Memorization

Memorization is good for learning because it trains the brain to remember things (Nowak, 2022). The memorization task makes your mind exercise, giving it more strength to retain information. For example, memorizing poetry or passages over a given period effectively makes the brain receptive to remembering.

Moreover, competitive memorizers believe that using memory tricks and practicing visualization techniques helps them remember lots of information quickly. Despite our reliance on technology, we shouldn't be too to dismiss memorization and its significance in learning.

Memorization and academic achievement are closely linked, and memorizing acts as a building block to analytical thinking. However, memorized information may only be helpful when meaningfully intertwined with skills. Also, there are instances where using it as a learning technique may not be effective.

According to Nowak (2022), The benefit of memorization is followed as:

1. Memorization Fosters Critical Thinking

Just like working out in the gym, challenging and consistent exercises are vital to the brain staying fit. Thus, a challenge like memorization is a great way to exercise your brain for better mental fitness.

2. Memorization Teaches Your Brain to Remember

It's crucial to train your brain to remember. Memorizing gives your brain the strength to recall information. Therefore, memorizing any information over time rather than cramming makes your brain more receptive to remembering.

3. Improves Neural Plasticity

Through extended exercises in memorization, learners can retain more information. Accordingly, with repeated activation of the memory structures, you promote neuronal plasticity in the brain.

4. Memorization Benefits Through Mental Gymnastics

Neurobiologists believe that people who obsess over sports statistics make their brains agile and fast.

5. Memorization Improves Critical Thinking

Memorization lays an excellent foundation for cognitive development in the early stages. For instance, our early learning occurs through nursery school rhymes. Although these children don't understand the structure, they learn through rhyme schemes.

6. Memorization Creates a Working Memory Necessary for Creativity

Working memory is necessary for creativity. Students who have mastered how to focus and develop their working memory through memorizing are more creative.

7. Memory Skills, Help You Focus

When students memorize, they learn to focus. That said, students who practice memorizing at an early stage learn how to focus better on learning activities at high school and college levels.

B. Irregular Verb

Irregular verb is the verb which is not ended by -ed at the end" (Betty sramfer ,2002). Almost all verbs which come to the irregular verb totally change from the basic form. However, there are also many irregular verbs which have the same form on their three principal parts. Fika (2003) state that Irregular verb is a form of simple past tense and past participle verb that change irregularly because it has its own rule. From the explanation above, it can be concluded that irregular verb is a kind of verb which has unpredictable form on its three principal parts. Sometimes it has the same form, but sometimes it is different.

English learner must know about its principal parts. There are mainly three parts of irregular verb that must be considered, and they are: the simple or base form (or verb 1), the simple past tense form (or verb2), and the past participle form (or verb 3).

According to Leech & Svartvik (2003) there are three main types of irregular verb that can be distinguished:

1. Irregular verb which has the same or identical form in all three principals' parts (the base form, the past tense form, and the past participle form).

Example:

Base form Past tense Past participle

Cut	Cut	Cut
Put	Put	Put
Read	Read	Read
Shut	Shut	Shut

2. Irregular verb in which two parts are exactly the same.

Example:

Base form Past tense Past participle

Spend	Spent	Spent
Come	Came	Come
Bring	Brought	Brought
Tell	Told	Told

3. Irregular verb which is totally different on its three-forms.

Example:

Base form Past tense Past participle:

Eat	Ate	Eaten
See	Saw	Seen
Write	Wrote	Written
Give	Gave	Given

C. Memrise Application

Memrise application is a platform that utilizes memory techniques, deep understanding of neuroscience and novel approaches to second language acquisition to make learning a language dramatically easier and faster (Memrise, 2023). Memrise application uses a combination of video and audio to help users learn vocabulary and phrases in various languages. Key features of the Memrise application include interactive language courses, quizzes, and games designed to make the learning process engaging and enjoyable. Users can select the language they want to learn and progress through lessons that focus on building vocabulary, understanding grammar, and improving overall language skills

Memrise was founded by Ed Cooke, Ben Whately and Greg Detre, three friends who met while studying neuroscience and psychology at Oxford. They were united by a fascination with the way humans learn and a determination to use technology to help people learn more effectively. After graduation Ed got deep into the study of memory techniques.

Memrise is known for its community-driven content, where users contribute to the creation of courses and share mnemonic devices that aid in remembering words and phrases. The app is available on multiple platforms, including iOS and Android devices, and it offers both free and premium subscription options.

Method

This research uses the Quantitative approach, which uses quasi-experimental study as the research design. Through this research, the researcher wanted to find out the effect of using Memrise Application to Improve students' Memorization of Irregular Verb at the tenth grade SMA N 3 Mandau.

There were two groups: the experimental class, which had been given a treatment using Memrise application, and the control class which had been given the convinience teaching and learning process. Pre-Test Post-Test Nonequivalent-Group Design is a type of quasi-experimental design that was used in this research. According to Creswell (2012), Quasi-experimental design used to measure the outcome of treatment to a so-called experimental class, compared to a control class.

The subject of the research is the tenth grade of SMA N 3 Mandau in the academic year 2022/2023 and the object of the research is the effect of using Memrise Application to Improve Students' Memorization of Irregular Verb.

The population of this research were the students at tenth grade of SMA N 3 Mandau:

Table 1: The Population of The Research

No	Classes	The Studets
1	X-1	37
2	X-2	38
3	X-3	38
4	X-4	37
5	X-5	38
6	X-6	38
7	X-7	38
8	X-8	38
9	X-9	37
10	X-10	38
11	X-11	38
12	X-12	38
TOTAL		453

This research, the researcher used cluster sampling. According to Gay et al. (2011) Cluster sampling is any location within which we find an intact group of population members with similar characteristics.

Table 2: The Sample of The Research

No	Sample	Function	Total
1	X-6	Experimental Group	36
2	X-8	Control Group	36
TOTAL			72

In this research, the researcher used Test as the data collection.

A. Test

1. Pre-Test

Pre test was used to measure the students early learning motivation both of groups (experimental group and control group) before given the treatment. In the pre-test, the students will be given written test in multiple choice forms. There are 20 items of the test. The students will answer the question in 45 minutes.

2. Post-Test

After being given treatment in the experimental class, a post test was carried out to determine changes in student memorization of irregular verb in the experimental class. there are 20 items of the test. The students will answer the question in 45 minutes.

Table 3: The level of students' score

No	Test Score	Categorization
1	87-100	Excellent
2	74-87	Good
3	61-73	Average
4	<60	Poor

The researcher used the categorized by Kemendikbud (2016) as the level students score in test.

In this research, the researcher used test and questionnaire as the data collection. The technique used in analyzing the data was statistical analysis by using software SPSS 22.

1. Descriptive Statistic

To find out Descriptive stastic, researcher used SPSS 22. In the Descriptive Statistic the researcher knows the mean, sum, std.deviation, variance, range, minimum, S.E mean from the data obtained from the students test.

2. Normality Test

The normality test is used to measure weather the data in the experimental class and control class is normally distributed or not. The researcher used statistical computation by using SPSS 22 for normality of test. The test of normality employed are Kolmogorov-Smirnov and Shapiro-Wilk. The criteria of data that normal if the Sig > 0.05.

3. Homogeneity Test

Before administering the data into t-test, it is necessary to be certain that the data are homogeneous or not. The researcher used SPSS 22 to know the homogeneity of the data. The criteria of homogeneous data if the Sig > 0.05.

4. Hypothesis Testing

In this research, the researcher used formulation paired sample t-test. The researcher used SPSS 22.

Finding and Discussion

A. The Data Descriptive of Pre-Test

Mean of pre-test experiment class is 60.97 which was considered "Poor" with total of score from experiment class in 36 students is 2195, with minimum score is 40 and maximum score is 80. While the pre-test Score from control class the mean is 65.83 which was considered as "Average" categorized with total score in 36 students is 2370 with minimum score is 50 and maximum score is 80.

B. The Data Descriptive of Post-Test

Mean of post-test score from Experiment class from 36 students is 75.00, which was considered to "Good" categorized. The minimum score was 40 and maximum score is 100. Meanwhile the mean score for post-test control class from 36 students is 61.56, which was considered to "Average" categorized. The minimum score was 40 and maximum score is 90.

C. Normality Test

Table 4: Homogeneity Test Result

				Kolmogorov-Smirnov ^a			Shapiro-Wilk	
Kelas				Statistic	df	Sig.	Statistic	Sig.
Hasil Belajar Siswa	Pre-Test	Eksperimen	(Score Irregular)	.129	36	.134	.966	.335
	Pos-Test	Eksperimen	(Score Irregular)	.111	36	.200*	.968	.381
	Pre-Test	Kontrol	(Score Irregular)	.111	36	.200*	.950	.103
	Post-Test	Kontrol	(Score Irregular)	.129	36	.134	.966	.335

The data on pretest and posttest for experimental class are normally distributed. It can be seen from the sig. score of pretest that is higher than the level of significance ($0.134 > 0.05$). Besides, the Sig Score of the posttest is also higher than level of significance ($0.200 > 0.05$). The data on pretest and posttest for control class are normally distributed. It can be seen from the sig. Score of pretest that is higher than the level of significance ($0.200 > 0.05$). Besides, the sig. Score of the posttest is also higher than the level of significance ($0.134 > 0.005$).

D. Homogeneity Test

Table 5: Homogeneity Test Result

				Levene			
				Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean			5.678	1	70	.020
	Based on Median			4.630	1	70	.035
	Based on Median and with adjusted df			4.630	1	61.767	.035
	Based on trimmed mean			5.652	1	70	.020

The data can be said to be homogeneous if the significance value is > 0.05 . From the table above, it was clear that significance of homogeneity of variance is

normally distributed. The value of the Lavene test show in the based on Mean with Sig. of $0.020 > 0.05$, which means that the variance is called homogeneous.

E. Hypothesis Test

Table 6: Homogeneity Test Result
Paired Differences

			Mean		Std. Deviation	Std. Error	95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)
	Pair	Pre Test					Lower	Upper			
1	Ekspemen - Post Ekspemen		-14.028	15.667	2.611		-19.329	-8.727	-5.372	35	.000
2	Control - Post Test Control		-10.139	8.659	1.443		-13.069	-7.209	-7.025	35	.000

Based on the table, output paired test shows the result of compare analysis with using T-test. The difference mean score of Pre Test and Post Test Experiment is -14.028. standard error mean is 2.611. The lower difference is -19.329 and upper difference is - 8.727. The result of tcount is -5.372. The significant 2-tailed is $< .001$ and the significant level is 0,05.

The difference mean score of Pre Test and Post Test Control is -10.139. Standard error mean is 8.659. The lower difference is -13.069 and upper difference is -7.209. The result of tcount is -7.025. The significant 2-tailed is $< .001$ and the significant level is 0.05.

The interpreting to, the researcher used two ways:

1. By comparing to to ttable from $df = 35$, the level of significance of 5%. It can be see that $-5.372 < 2.030$ or $tcount < ttable$. It means that null hypothesis (H_0) was rejected, while the alternative hypothesis (H_a) was accepted.

2. By comparing number of significances based on the result of paired sample t-test that the significant 2-tailed < to significant level. It can be seen from Sig. 2-tailed is 0.000 from sig level is 0.05 thus H_a was accepted and H_o was rejected. In other word, the data is valid.

Conclusion

Based on the score of gathered from SPSS 22, it shows that count was lower than t table. The finding of t count was -5.372 while the level of significance of 5% was 2.028 in class experiment, and the finding of t count was -7.025 while the level of significance of 5% was 2.028 in class control. It showed that -5.372 and -7.025 < 2.028 or t count < table. Therefore, the researcher conclude that H_a was accepted and H_o was rejected. In other word, there was significance effect of using Memrise application to improve students' memorization of irregular verb at the tenth grade SMAN 3 Mandau.

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