

**THE EFFECTIVENESS OF THE MEMRISE APPLICATION
IN TEACHING VOCABULARY AT ELEVENTH GRADE
STUDENTS OF UPT SMA 10 SINJAI**



A THESIS PROPOSAL

As a Requirement for Compiling a Thesis
English Education Study Program

Submitted by:
IRFAN ARDAH
Reg. No. 200110009

**ENGLISH EDUCATION STUDY PROGRAM FACULTY OF
TARBIYAH AND TEACHER TRAINING ISLAMIC
UNIVERSITY OF AHMAD DAHLAN
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**ENGLISH EDUCATION STUDY PROGRAM FACULTY OF
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YEAR 2024**

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I am the undersigned:

Name : Irfan Ardah
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Truly state that:

1. This Thesis is the result of my own work, not plagiarism or duplication of the writings/works of other people which I admit to be the result of own writing or thoughts.
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Sinjai, July 15, 2024



Who makes the statements,

Irfan Ardah
ID. 200110009

PENGESAHAN SKRIPSI

Skripsi berjudul, The Effectiveness of the Memrise Application in Teaching Vocabulary at Elevent Grade Students of UPT SMA 10 Sinjai, yang ditulis oleh Irfan Ardah, Nomor Induk Mahasiswa (NIM) 200110009, Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan, yang dimunaqasyahkan pada hari Sabtu, tanggal 10 Agustus 2024 M bertepatan dengan 5 Safar 1446 H, telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat memperoleh gelar Sarjana Pendidikan (S.Pd.).

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Pembimbing II

(.....)

Mengetahui:
Dekan FTIK UIAD,



ABSTRAK

Irfan Ardah. *The Effectiveness Of The Memrise Application in teaching Vocabulary at Elevent Grade Students of UPT SMA 10 Sinjai.* Skripsi. Sinjai: Program Studi Tadris Bahasa Inggris. Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Sinjai, 2024. Penelitian ini bertujuan untuk membuktikan efektifitas penggunaan aplikasi memrise dalam pembelajaran kosakata bahasa inggris di kelas sebelas UPT SMA 10 Sinjai.

Jenis penelitian yang digunakan dalam penelitian ini adalah jenis penelitian Kuasi Eksperimen dengan pendekatan kuantitatif. Subjek dalam penelitian ini sebanyak 29 siswa. Adapun teknik pengumpulan data yaitu dengan kuisioner, pretest, pos test dan dokumentasi. Teknik analisis data dalam penelitian ini menggunakan Uji T test dengan bantuan aplikasi SPSS 22.

Berdasarkan nilai signifikansi di bawah 0,005 ($0,00 < 0,05$), H_0 ditolak dan H_a diterima. Ini mengkonfirmasi bahwa H_a diterima dan H_0 ditolak. Dengan kata lain, aplikasi memrise terbukti menjadi alat yang efektif untuk mengajar kosakata bahasa inggris kepada siswa kelas sebelah di UPT SMA 10 Sinjai.

Kata Kunci: Kosakata bahasa inggris, Aplikasi Memrise

ABSTRACT

Irfan Ardah. The Effectiveness of Memrise Application in teaching Vocabulary at Eleventh Grade Students of UPT SMA 10 Sinjai. Thesis. Sinjai: English Education Study Program. Faculty of Tarbiyah and Teacher Training, Islamic University of Ahmad Dahlan Sinjai, 2024.

This research aims to prove the effectiveness of using the Memrise application in learning English vocabulary in the eleventh grade of UPT SMA 10 Sinjai.

The type of research used in this research is Quasi-Experimental research with a quantitative approach. The subjects in this research were 29 students. The data collection techniques were questionnaires, pretest, posttest, and documentation. The data analysis technique in this research uses the T test with the help of the SPSS 22 application.

Based on a significance value below 0.005 ($0.00 < 0.05$), H_0 is rejected and H_a is accepted. This confirms that H_a is accepted and H_0 is rejected. In other words, the Memrise application has proven to be an effective tool for teaching English vocabulary to students in the next class at UPT SMA 10 Sinjai.

Keywords: English vocabulary, Memrise application

مستخلص البحث

عرفان أراضاح. فعالية تطبيق *Memrise* في تعليم المفردات لدى طلاب الصف الحادي عشر في مدرسة المتوسطة الحكومية ١٠ سنجائي. الرسالة العلمية. سنجائي: قسن تعليم اللغة الإنجليزية. كلية التربية وتدريب المعلمين، جامعة أحمد دحلان الإسلامية سنجائي، ٢٠٢٤.

يهدف هذا البحث إلى إثبات فعالية استخدام *Memrise* تعلم المفردات الإنجليزية لدى طلاب الصف الحادي عشر في مدرسة المتوسطة الحكومية ١٠ سنجائي.

نوع البحث المستخدم في هذا البحث هو بحث شبه تجريبي بمنهج كمي. كان عدد الطلاب في هذا البحث ٢٩ طالبًا. كانت تقنيات جمع البيانات عبارة عن استبيانات واختبار أولي واختبار لاحق وتوثيق. تستخدم تقنية تحليل البيانات في هذا البحث اختبار T بمساعدة تطبيق SPSS 22.

بناءً على قيمة دلالة أقل من ٠,٠٠٠٥ ($0.0005 > 0.0005$)، يتم رفض H_0 وقبول H_a . وهذا يؤكد قبول H_a ورفض H_0 . بعبارة أخرى، أثبت تطبيق *Memrise* أنه أداة فعالة لتدريس المفردات الإنجليزية للطلاب في الفصل التالي في المتوسطة الحكومية ١٠ سنجائي.

الكلمات الأساسية: المفردات الإنجليزية، تطبيق *Memrise*

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الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَ بِهِ نَسْتَعِينُ عَلَى أُمُورِ الدُّنْيَا وَالْآخِرَةِ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَصْرَفِ

سَيِّدِنَا مُحَمَّدٍ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ وَ عَلَى آلِهِ وَالصَّحْبَةِ أَجْمَعِينَ أَمَّا بَعْدُ

On this occasion, the author would like to express her gratitude to all parties, who provided assistance in the form of dipection and encouragement during the study authors. Therefore, the author expresses her gratitude and appreciation to:

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With prayers that the good deeds of the various parties get a reward that doubles from Allah Subhanahu Wa Ta'ala. Hopefully this scientific work is useful for anyone who read it. Aamiin Allahumma Aamiin.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English has become an internationally recognized language, used in almost all aspects of life. It has also become a global language for connecting and sharing knowledge around the world (Putri & Efendi, 2023). Mastering English can facilitate the search for wider information, and improve communication and interaction skills, as well as expand social relations in the global community.

English is also known as the most widely spoken global language around the world. Today, English communication skills are considered an important skill that everyone should have, especially children. In English, there are several skills that need to be mastered, namely speaking, writing, reading, and listening. In addition to the above skills, vocabulary is also an important component in English.

Vocabulary is a collection of several words that belong to a language and give meaning when used. Vocabulary is the most important component in learning English. Having a large vocabulary can make it easier to obtain information globally, and make it easier to understand learning materials.

Allah SWT says in surah Al Baqarah verse 269

يُؤْتِي الْحِكْمَةَ مَنْ يَشَاءُ ۚ وَمَنْ يُؤْتَ الْحِكْمَةَ فَقَدْ أُوتِيَ خَيْرًا كَثِيرًا ۚ وَمَا يَذَّكَّرُ إِلَّا أُولُو الْأَلْبَابِ

Meaning "Allah bestows wisdom upon whom He wills. And whoever is bestowed with wisdom has indeed been bestowed with a great bounty. In the context of vocabulary, the verse explains the importance of knowledge, and understanding given by Allah to his servants. In other words, having a vocabulary expansion is very useful. One way to improve English vocabulary is with technology.

In the era of the fifth industrial revolution, people are faced with a situation where they have to use technology, especially teachers. Teachers are required to teach by presenting technology in learning. Technology is present to create a new atmosphere in learning, so that teachers are more creative in teaching and not monotonous. The presence of technology can speed up and be more effective. There are four competencies that a teacher must have in the era of education 5.0, one of which is 21st century learning.

Information and communication technology has developed very rapidly and brought a new air to society, especially in the field of technology. It is seen in Permendikbud Number 22 of 2016 that the utilization of information and communication technology aims as one of the solutions to improve the efficiency and development of learning and the effectiveness of learning. Likewise, Law number 20 of 2003 concerning the national education system in Indonesia also discusses providing a legal basis for the development and utilization of technology in the field of education.

Technology has been widely used to improve the quality of language learning. In addition, technology can also develop English learning content that is rich in multimedia. Technology acts as a media or tool as a language learning facility for students. Students can access various learning applications, YouTube, and others. One of the technology in the form of learning application is Memrise application.

Memrise is a free learning program that can help students learn languages or others by combining them with vocabulary learning that is fun, fast, and very popular in the world. This application uses modern cognitive principles that can make students more active in learning up to several times (Fadhilawati, Rachnawati, et al., 2022)

Based on the results of preliminary observations, researcher found that the English language skills of Senior High School students are still low, especially in the mastery of vocabulary. The lack of student vocabulary causes students to have difficulty in receiving lessons. Moreover, students' interest in learning English is lacking, because according to students English is difficult and

difficult to learn, therefore researcher provide new innovations to make learning English easier and more fun by using application-based technology, namely Memrise.

Memrise is an online learning platform that focuses on language teaching and vocabulary expansion. Users can utilize Memrise to deepen their understanding of an existing language or learn a new language. One of the key aspects of Memrise is its interactive approach, which utilizes gamification and visual memory techniques to support more effective learning for users. In addition, the platform offers a variety of courses composed both by users and by Memrise's in-house team, as well as providing features such as exams, challenges, and discussion forums to facilitate interaction within the learning community (Deputri. A et al., 2023).

To get the Memrise application, simply download it via smartphone for free. Students can feel English skills more fun and interactive.

Based on the above research, the researcher used the "Memrise" application for English vocabulary learning for high school students in this study. Therefore, the researcher conducted research with the title "Effectiveness of Using Memrise Application in Teaching Vocabulary to Eleventh Grade Students of UPT SMA 10 Sinjai.”.

B. Research Problem Formulation

Based on the background of the problem above, the problem formulation of this research is : Does the Memrise Application Effective in Teaching Vocabulary at Elevent Grade Students of UPT SMA 10 Sinjai?

C. Research Objectives

Based on the problem formulation above, the objective of this research is to determine the effectiveness of the Memrise Application in Teaching Vocabulary at Elevent Grade Students of UPT SMA 10 Sinjai.

D. Significance of Research

The results of this study are expected to be useful for teachers and students to apply Memrise Application in teaching to create better learning in the classroom.

1. For teachers, the results of this study can be used to assist classroom learning. Teachers can involve students in class activities that allow students to learn English vocabulary through Memrise Application.
2. For students, they can also use Memrise Application to learn vocabulary so that they can be proficient in English. In addition, with this research, the author hopes that it has a positive impact on students in the future.

CHAPTER II

THEORITICAL REVIEW

A. Literature Review

1. Memrise Application

a. Definition of Memrise Application

Memrise is an internet learning tool that specializes in vocabulary development and was founded by Ed Cooke, the Grand Master of Memory, and Greg Detre, a Princeton neuroscientist who specializes in memory science and forgetting. This tool contains a very specific audience that wants to find out about vocabulary development. Therefore, any teacher who wants to encourage their students to look up their vocabulary data or any student who wants to improve their vocabulary in a simple and very fun method is expected to use this tool. Memrise is very easy to use. To increase the speed of learning and remembering memrise uses repetition flash cards (Aminatun & Oktaviani, 2019).

This application can be used with the website, and log in using a Google or Facebook account but can also be done by downloading the application on the play store or mobile app store so that the app store can be used more easily and practically.

According to Nuralisah & Kareviati (2020), memrise is an online learning platform that focuses on vocabulary learning and was created by Ed Cookie, Grand master of Memory, and Greg Detre, a neuroscientist from Priceton who has expertise in forgetting and memory research. Memrise is a free online language learning platform that provides attractive features and designs that make learning fun.

The Memrise application is an English language learning educational application, but this application is not only focused on English, but provides various other foreign language courses such as Italian, French, Spanish, and others (Chandra & Kusumadewi, 2018).

Memrise is a free online language learning platform that offers attractive features and a design that makes learning fun (Zuniati et al., 2023).

Based on the explanation above, it can be concluded that Memrise Application is an application-based English learning media that has many foreign language features and has interactive learning.

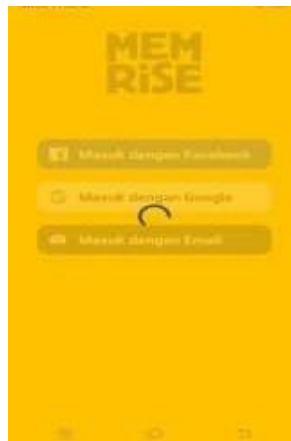
b. The Procedures of Using Memrise Application

According to <https://www.memrise.com/courses/english/memrising/>.

In order to start using Memrise:

1) Creating an account by signing up.

Before creating an account, students must ensure that they have downloaded the app beforehand. Students can download the app on Google Play Store and install the Memrise app. When the app opens, students can create an account or they can choose a username or sign in with a Facebook or Google account. It is recommended that students create a profile as their progress will be saved if they change devices.



Picture 2.1 Creating the Account

2) Choosing a course

In the language section of the site alone, there are courses in more than 200 languages. The course screen roughly shows how many hours it takes to complete 20 hours. A course can be divided into levels making it easier to manage. To select a course, students click the 'Explore' button at the top of the site. Students can then sort through courses by language or popularity or search for keywords. Students choose English to learn.



Picture 2.2 Choosing a Course

3) Starting the learning.

The student clicks on the 'Start learning' Menubar and waits for a while, after which, the app will display the menubar of each level and the student clicks on the center button.



Picture 2.3 Starting the Learning

4) Learning vocabulary by using memrise Application.

Once the student clicks 'Start Learning', the menubar will display the vocabulary list. Memrise uses a garden as a metaphor for memory. When students start learning a subject, vocabulary will be planted as 'seeds'. The vocabulary will be given repeatedly. Starting from easy, intermediate, and more difficult. There is always audio pronunciation for each vocabulary. Students will be tested with typing, pronunciation, and multiple choice tests.



Picture 2.4 Audio Pronounce of Vocabulary

The main page of Memrise looks like the user (student) is entering outer space, with several levels expressed as planets. Each level has a specific theme. When the student/user enters a level, there are a number of words and phrases they must master, before they move on to the next level. Students move from one screen to the next as they answer questions correctly. If the student gives an incorrect answer, it will take more steps to complete the level as the word or phrase will be taught to them again.

5) Public profile.

In the public profile it shows the points that the student has earned from each level. This profile page is like a report card, which informs how many words the student has learned, what

badges the student has earned, which level the student is in, and also the leadership board. Based on the explanation above about the procedure of using Memrise application, the researcher concludes that there are several activities in using Memrise application to learn and review vocabulary. First, students read English vocabulary or phrases related to the theme that has been chosen before and its meaning.



Picture 2.5 Public Profile

Students understand the explanation related to the given word or phrase both in terms of definition and meaning, Students listen to how to read the given vocabulary through a native speaker recording. Students rewrite the given words. This is so that students are able to remember how to write words that have been learned before. In addition to presenting the material, this application sometimes presents the form of multiple choice tests, typing tests, and pronunciation tests. Students can test their memory with some of these tests. The multiple choice test presents a specific Indonesian word and then students search for the answer options where the English of the word is presented. The pronunciation test presents a word called by a native speaker recording, then students are asked to guess what word/phrase the

native speaker is calling and the last test is the typing test, this form of test presents a certain English word then the student's task is to write down the meaning of the word. Finally, students can see the ranking of the acquisition of previously learned words or phrases through their respective profiles.

c. The Advantages and Disadvantages of Memrise Applicationc as follows:

1) Advantages of Memrise

- a) Wide Language Selection: Memrise app offers a wide selection of languages, including popular languages and lesser used languages. This allows users to learn the languages they are interested in.
- b) Interactive Learning Methods: Memrise uses interactive learning methods, including the use of gamification and flashcards. These methods can make the learning process more interesting and fun.
- c) User-Developed Content: Memrise app allows users to contribute by creating and sharing their own learning content. This expands the choice of learning materials available.
- d) Reminder Feature: The app comes with a reminder feature that helps users to stay consistent in their learning. It sends notifications to users to remind them to continue learning.

2) Disadvantages of Memrise

- a) Limited Free Materials: While the app provides free content, there is also premium content that requires a paid subscription. Users who do not subscribe may experience limited access to more comprehensive learning materials.

- b) Varying Content Quality: The quality of content provided by users may vary. Some content may not be as good as others in terms of accuracy and usefulness.
- c) Limited Interaction with Native Speakers: This app focuses more on self-paced learning, so direct interaction with native speakers may be limited. This may affect the user's ability to practice speaking and listening to the language being learned (Santri, 2020)

2. Vocabulary Concept

A. Definition of vocabulary

Vocabulary is a very important component that can even be called the key to learning a foreign language, because the richness of one's vocabulary also determines the quality of one's language skills (Iqbalullah, 2018). According to (Wardah, 2022) vocabulary is words that can stand alone and have meaning or a set of words that have known meaning.

Harmilawati et al. said that vocabulary is a collection of several words that belong to a language and give meaning when used (Harmilawati et al., 2021) . From some of the above opinions, it can be concluded that vocabulary is a collection of words that can stand alone and have meaning.

A person's vocabulary plays an important role in learning a foreign language and determines the quality of language skills. Vocabulary is an important aspect of language learning that involves understanding, using, and varying words in a language.

B. Vocabulary Types

Some experts classify vocabulary as consisting of several types. Shepherd in (Ika Purnama Sari & Sinurat, 2022) classifies vocabulary into two types, namely expressive vocabulary (productive vocabulary) and receptive vocabulary. Expressive

vocabulary is words that learners understand and pronounce correctly and use in speaking and writing. Receptive vocabulary is the vocabulary that learners recognize when they see in the context of reading but are not used in speaking and writing. According to Smith in (Muhayyang et al., 2023) divides vocabulary into two types, namely active vocabulary is words that can be used in writing and speaking and passive vocabulary is words used when listening and reading. In addition, Good in (Hafriana, 2019) also divides vocabulary into four types, namely:

- 1) Oral vocabulary which consists of words that are actively used in speech in.
 - 2) Written vocabulary is a collection of words that a person has in writing.
 - 3) Auditory vocabulary is a collection of words that a person can master and understand when he hears them.
 - 4) Reading vocabulary is words that people can recognize when they encounter them in written text..
3. The Importance of Vocabulary in English Learning

In the process of learning English, there are four important skills: listening, speaking, reading and writing. Listening and reading skills are categorized as receptive skills, while speaking and writing are included in productive skills.

In addition to the four skills above, there are four supporting components in English, namely pronunciation, vocabulary and grammar. Mastery of these four components helps to achieve optimal mastery of English, besides that most of the practices and professional educators are also a determining factor in the success of mastering English (Sulistiana et al., 2019). Of the four supporting components, researcher focus on vocabulary.

Vocabulary helps many language skills. So to master a language requires a large and adequate vocabulary. Vocabulary mastery affects one's ability to speak well. If we do not have and understand vocabulary well, the worst thing that can happen is that we cannot convey, transfer, read, listen to anything. Having a large vocabulary makes students able to communicate and express themselves.

4. Vocabulary Assessment Indicator

No	Aspects Assessed	Indicator	Score
1	Interpreting vocabulary	Students can interpret English vocabulary well	20
		Students cannot interpret English vocabulary well	10
2	Reading vocabulary	Students can read English vocabulary well	20
		Students cannot read English vocabulary well	10
3	Reciting vocabulary	Students can pronounce English vocabulary fluently	20
		Students are not yet able to pronounce English vocabulary fluently	10
4	Writing vocabulary	Students can write English vocabulary well and quickly in notebooks	20
		Students cannot write English vocabulary well and quickly in notebooks	10
5	Using vocabulary in learning	Students can use English vocabulary in class learning	20
		Students are not yet able to use English vocabulary in class learning	10

	Skor maksimal	100
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(Rahmatunnisa et al., 2023)

- A = If students get Grade 90-100
- B = If students get Grade 80-89
- C = If students get Grade 65-79
- D = If students get Grade < 64

B. Previous Research Results

1. Fadilah. The Effect of Memrise on Students' Vocabulary Mastery in SMA Ar-Raudha (2021). Based on the results of her research, it can be concluded that the use of the Memrise application in learning can improve student vocabulary. The use of the Memrise application as a learning tool has proven to be effective because in the vocabulary learning process students get something different by learning English vocabulary using Memrise.(Fadilah, 2021)

The similarity between this research and the current research is that both of them examine the Memrise application as a learning medium in learning English vocabulary. The difference between this research and the current research is the location of the research.

2. Agung Dwi Aprizal, dkk The effectiveness OF Memrise As A Vocabulary Learning Tool: A Literature Review (2024). Based on the results of his research, it can be concluded that the use of the Memrise application in learning English vocabulary still requires further research, but this can already be proposed as a reference for using the Memrise application as a learning medium.(Ilmiah & Pendidikan, 2024)

The similarity of this research with the current research is that both of them examine the effectiveness of using the Memrise application in learning English vocabulary. The difference between this research and the current research is the location of the research.

3. Dhian Fadilawati, dkk . Belajar vocabulary dengan menyenangkan melalui aplikasi memrise dan quizlet di man kota blitar (2022). Based on the results of his research, it can be concluded that the use of the Memrise application in the cultivation of English vocabulary is proven to be able to improve students' learning achievement (Fadhilawati, Ulum, et al., 2022)

The equation of this research with the current research is found in the two variables which both explain the memrise application and vocabulary. The difference between this research and the current research is in the research objectives.

4. Ramadhanti Dia Zuniati, dkk The Use Memrise Application To Improve Students Vocabulary Mastery At The eighth Grade Of junior High School (2023). Based on the results of his research, teaching vocabulary using the Memrise application can increase students' vocabulary (Zuniati et al., 2023).

The similarity of this study with the current research is that both want to test the use of memrise applications in student vocabulary learning. The difference between this research and current research is in the teaching method which uses a descriptive qualitative approach method while the current research uses experimental research.

5. Dina Syarifah Nasution, dkk. Use of The Memrise Application To Improve Teacher's english Competency Through TOEF (2023). Based on the results of his research, the introduction of this application gave positive values to teachers, as seen from the results of the post test carried out at the end of the activity. The results of the post test show that the memrise application plays a significant role in increasing the knowledge of teachers, especially language teaching..(Syarifah Nasution & Wahyuni Hasibuan, 2023)

The similarity of this study with the current research is found in the x variable which both explain the application of memrise. The difference between this study and the current research is that there is a

dependent variable that talks about improving teachers' English competence through TOEFL.

C. Hypothesis

Hipotesis is a provisional statement or logical conclusion about a population that is temporary. In the field of statistics, hypotheses refer to statements about population characteristics, which reflect variables that exist in the population and are estimated based on statistical data from samples (Heryana, 2020). The hypothesis is proposed in the form of a statement containing two possibilities. The hypothesis of this study, namely:

H₀: The use of Memirse application does not have effective in teaching English vocabulary skills for class XI students at UPT SMA 10 Sinjai.

H_a: The use of Memrse application has effective in teaching English vocabulary skills for grade XI students at UPT SMA 10 Sinjai.

CHAPTER III

RESEARCH METHODS

A. Research Type and Approach

The type of research used was experimental research. Experimental research was an experimental research method used to explore the impact of special treatment on a phenomenon (Arifin, 2018). In this study, researcher used a quasi-experiment. A Quasi-Experiment was a One-Group Pretest-Posttest Design, which was a type of pseudo-experiment where a group was assessed and observed before and after being given treatment. After the treatment was applied to this group, a comparison was made between the scores before and after the treatment. The research approach that was used in this study was a quantitative approach. Quantitative research was a research methodology that used a scientific approach by using numbers as a tool to collect, analyze, and interpret numerical data with the aim of finding problem solving. The main purpose of this research was to test hypotheses or answer research questions using statistical methods. The hypothesis of this study was the use of the Memrise application in teaching vocabulary in the eleventh grade of UPT SMA 10 Sinjai. To determine the effectiveness of using the Memrise application in teaching vocabulary, this study used an experimental design with a one-group pretest and posttest.

Tabel 3.1

One-Group pretest-posttest Design

Pretest	Treatment	Posttest
O_1	X	O_2

(Sugiyono, 2019)

Note:

01: Pretest score (Before treatment)

02: Posttest scores (After treatment)

Treatment: (Memrise Application)

B. Variable Definition

Variables can be defined as attributes of students, or objects, which have variations between one person and another. Based on this understanding, it can be concluded that the research variable is an attribute or trait or value of people, objects or activities that have certain variations determined by the researcher to be studied and then draw conclusions. In this study there are two research variables, as for these variables are :

1. Independent variable: Independent variables, often referred to as free variables, influencing variables. An independent variable can also be interpreted as a condition or value that if it appears, it will bring up (change) other conditions or values. Independent variables or independent variables (X) or predictor variables, are variables that can affect positive and negative relationships (Purwanto, 2019). The independent variable in this study is the use of the Memrise application as a learning medium.
2. Dependent variable: The dependent variable or dependent variable is the variable that is influenced or that becomes the result of the independent variable. There is also another view that says that the dependent variable is also called the criterion variable (Y), is the main focus of observation and is the research objective (Rosdiani & Hidayat, 2020). The dependent variable in this study is the ability to master English vocabulary of grade XI students at UPT SMA Negeri 10 Sinjai.

C. Place and Time of Research

This research was conducted in class XI IPS B 2 UPT SMA 10 Sinjai. UPT SMA 10 Sinjai itself was located at Jalan Andi Akbar Mangarabombang Samataring. The researcher chose this location because the researcher had previously conducted research in this school as a course assignment and noticed that the students' vocabulary was still lacking. Therefore, the researcher was interested in conducting further research in this place using media for student vocabulary learning. The research was conducted in May 2024, and all data was collected completely.

D. Population and Sample

1. Research Population

Population can be interpreted as all elements in research including objects and subjects that have certain characteristics and characteristics (Amin et al., 2017). The population in this study was devoted to students of class XI SMA Negeri 10 Sinjai, totaling 119 students. See in the table below is the number of students in class XI IPS B 2 UPT SMA 10 Sinjai..

Tabel 3.2

**Tabel Of The Number Of Student In Senior High School
10 Sinjai**

Class	Amount
XI A	31
XI B 1	29
XI B 2	29
XI C	30
Amount	119

(Documentation of SMA 10 Sinjai, 2023)

2. Research sample

A sample is a subset of data taken from a population that is the subject of research. In a research context, a sample is used to represent the characteristics of the population as a whole so that researcher can observe and analyze this sample as a representation of the entire population. In this way, the results from analyzing the sample can be used to make more general or overarching conclusions about the larger population without having to collect data from the entire population, which is often impractical or impossible. Therefore, the selection and use of appropriate samples is very important in determining the validity and generalizability of research results. The sample in this study is all twenty nine students of class XI B 2 of SMA Negeri 10 Sinjai. Sampling technique is a technique used to take samples to

ensure their representation of the population. Sampling in this study used Purposive sampling. In purposive sampling, researcher select individuals or groups deemed most appropriate or relevant to the research objectives. This sampling method is not random; instead, it is based on specific criteria set by the researcher to ensure that the collected data will provide deep and relevant insights.

E. Data Collection Technique

This research used a quantitative approach. Therefore, the data collection techniques used were observation, questionnaires, tests, and content analysis :

1. Observation

Observation is a very useful method in research, especially when the research is related to human behavior, work processes, or natural symptoms. The use of observation becomes relevant when the number of respondents observed is not too large, so that researcher can focus more on making observations. In this study, the observation started with the initial stage which aimed to evaluate the extent of students' knowledge of English vocabulary.

In the initial stage, the researcher observed the students to find out how well they understood the concept of English vocabulary. Next, the researcher gave a test in the form of questions related to English vocabulary as a tool to measure students' initial understanding. After that, the researcher introduced Memrise as the learning media to be used in this study.

Then, in subsequent meetings, the researcher gave tasks related to the use of Memrise in learning. The observation continued by looking at how students interacted with Memrise, whether they were active in using this platform to improve their mastery of English vocabulary in English, and whether there was a significant change in their mastery of English vocabulary after using Memrise application as a learning tool.

2. Questionnaire

Is a data collection technique that is done by giving questions or statements to respondents to answer. To get data on how far the mastery of students' English vocabulary by using Memrise Application.

3. Test

This data collection technique was used to collect data to compare and examine the Memrise application in improving students' mastery of English vocabulary.

a. Pretest

This process was used to involve administering tasks related to English vocabulary. The aim is to measure and understand the extent of students' English vocabulary acquisition ability before they engage in the intervention using the Memrise platform.

b. Posttest

This process was conducted to evaluate students' understanding and ability after they were introduced to the Memrise App as a learning medium. To achieve this goal, students were given a task to test the extent of their knowledge of English vocabulary after they were familiar with using the Memrise App in a learning context.

4. Documentation

In various activities or research, documentation plays a crucial role in supporting transparency, efficiency, and sustainability. In the context of this research, the documents to be collected include attendance lists, questions, student Grade pre/post-tests, observation sheets, questionnaire forms, as well as the organizational structure within the school.

F. Research Instrument

Research instruments are devices that was use to collect data in a research context. In this research, the instruments will be use include observation sheets, tests (pretest and post-test), and list of documentation.

1. Observation sheets

In the observation sheet, there were eight questions that were used as guidelines for observing and evaluating the implementation of the Memrise application as a learning tool in English classes for grade XI students at UPT SMA 10 Sinjai. The observation process started from the initial stage with the aim of assessing the extent of students' vocabulary acquisition. The focus of the observation was to evaluate the integration of the Memrise application in learning English vocabulary for grade XI students at UPT SMA 10 Sinjai. Students were given various materials related to English vocabulary and then given questions to measure their level of English vocabulary mastery. During this process, the researcher carefully observed and documented students' reactions, their level of engagement, and the extent to which the use of Memrise could improve students' vocabulary acquisition. The type of observation that was used was the Likert scale.

Table 3.3

LIKERT SCALE MEASUREMENT

Skala	Skor
Strongly agree	4
Agree	3
Neutral	2
Don't agree	1

(Ilham, 2022)

Then the Validation Test and Reliability Test are carried out, this is an absolute requirement to obtain research results, namely valid and reliable.

1. Validation Test

Is the degree of accuracy between the data that actually occurs on the object and the data collected by the researcher. The validation test criteria are as follows:

- a. If $0.05 > T_{table}$ then the questionnaire item is valid.
- b. If $0.05 < T_{table}$ then the Questionnaire item is said to be invalid (Syahrur, 2017).

Tabel 3.4

Obervation Validity of the Test

Number of Item	Pearson Correlation	Tabel	Description
P1	0,454	0,013	Valid
P2	0,505	0,005	Valid
P3	0,754	0,000	Valid
P4	0,684	0,000	Valid
P5	0,750	0,000	Valid
P6	0,809	0,000	Valid
P7	0,454	0,013	Valid
P8	0,733	0,000	Valid
P9	0,574	0,001	Valid
P10	0,796	0,000	Valid
P11	0,809	0,000	Valid
P12	0,688	0,000	Valid
P13	0,631	0,000	Valid
P14	0,283	0,138	Valid
P15	0,583	0,001	Valid

P16	0,760	0,000	Valid
P17	0.725	0,000	Valid
P18	0,612	0,000	Valid
P19	0,675	0,000	Valid
P20	0,744	0,000	Valid

(Source: Result of data analysis with SPSS 22)

2. Reliable Test

Is the extent to which the measurement results using the same object, it will produce the same data. A questionnaire is said to be reliable or reliable if students' answers to statements are consistent or stable over time.

2. Questionnaires sheets

The questionnaire sheets, there are six questions that will be answered by students using the Likert scale.

In the questionnaire you will be asked questions that will be measured using a Likert scale.

3. Test

In this research, two tests will be carrier out, pre test dan post test, where the test given is a written test consisting of ten numbers. The administration of pre-tests and post-tests can provide an overview before and after using media channel “English Conversation”, helping to measure progress and the effectiveness in listening skills.

4. List of Documentation

In supporting the data collection for this research, several crucial elements need consideration. Firstly, an attendance list is implemented to identify participants, ensure consistent attendance, and facilitate the verification of the representativeness of the participant group. Secondly, detailed research questions provide a framework for data collection, ensuring comprehensive coverage of the aspects under

investigation and laying the foundation for in-depth data analysis. Additionally, student grades before and after interventions are recorded to evaluate the impact of the independent variable on academic performance. Observations are conducted through observation sheets to record behaviors, situations, or events that may be challenging to quantify, offering a deeper understanding of contextual and non-academic variables. The use of questionnaire forms adds a subjective dimension by collecting views, perceptions, or opinions from respondents that may not be revealed through other objective data. Lastly, understanding the school's organizational structure is crucial for a deeper context, identifying hierarchies, divisions, and responsibilities that may influence research outcomes. By integrating all these elements, this research can yield comprehensive and diversified data, providing profound insights into the impact of interventions or variables under investigation.

G. Data Analysis Technique

Data analysis techniques involve various data processing methods, including coding, manual analysis, and the use of special applications suitable for analyzing learning outcomes.

1. Normality test

To test the normality of the data on the results of writing narrative text before and after treatment using Instagram application, this study used the Shapiro-Wilk Test. This test was conducted using SPSS 22 Application, and the significance level used was 0.05. The results of the normality test are interpreted as follows:

- a. If the p-value (sig) is greater than 0.05, then the data is considered normally distributed.
- b. If the p-value (sig) is less than 0.05, then the data is considered not normally distributed.

2. Homogeneity test

Used to determine whether the variances of the two populations (pretest and posttest) are identical. This homogeneity test also uses the SPSS 25 application with the Levene test. If the Levene test results show a significance value (sig) greater than 0.05, it can be concluded that the pretest and posttest values are homogeneous. However, if the significance value (sig) is less than 0.05, then the pretest and posttest values are considered not homogeneous (Sugiyono, 2019).

3. Test for Hypothesis

The paired sample t-test is a parametric test used to test the same hypothesis or not different from two variables. The data came from the paired subjects' two measurement of two different observation periods. The purpose of the paired sample t-test is to determine whether there is a significant in average score before and after treatment. If the significant of the paired samples t-test $< 0,05$, then H_0 rejected and accepts H_a .

After obtaining pretest and posttest values, the researcher analyzes the scores using the normality gain test. This analysis is utilized to assess the effectiveness of the given treatment. The classification of normality gain values is interpreted as follows (Oktavia et al., 2019):

The formula used to calculate the normalized gain (N-Gain):

$$N-Gain = \frac{Post-Test Score - Pre-Test Score}{Max Possible Score - Pre-Test Score}$$

Note:

Post-Test Score : Post-Test Score is the score after treatment or learning. Pre-Test Score : Pre-Test Score is the score before treatment or learning. Maximum Possible Gain : Maximum Possible Gain is the maximum value that can be achieved, usually calculated as the difference between the maximum score after treatment and the initial

score $(\text{Max Post-Test Score} - \text{Pre-Test Score} / \text{Max Post-Test Score} - \text{Pre-Test Score})$.

The criteria for effectiveness interpreted from the normalized gain values can be seen in the classification table of gain values below.

Tabel 3.5
Classification of Normality Gain Scores

Gain Normality Scores	Criteria
$0,70 \leq n \leq 1,00$	High
$0,30 \leq n < 0,70$	Medium
$0,00 \leq n < 0,30$	Low

(Oktavia et al., 2019)

Tabel 3.6
N-Gain Score Effectiveness Interpretation Category

Percentage (%)	Interpretation
<40	Ineffective
40-55	Less Effective
56-75	Effective Enough
>76	Effective

(Oktavia et al., 2019)

CHAPTER IV

RESEARCH FINDINGS

A. General description of Research location

1. Profile of UPT SMA 10 Sinjai

School name	UPT SMA 10 Sinjai
NPSN	40318275
Educational level	Senior High School
Address	Jl. Andi Akbar, Mangarabombang, Samataring Village, East Sinjai District, Sinjai Regency, South Sulawesi, Indonesia.
Postal code	92671
Area	Urban
School status	Country
Accreditation	B
Geographical position	-5, 1376 Latitude 120, 2625 Longitude
Date of establishment decree	August 27, 2010
Operational permit decree	11 year 2010
Ownership status	Local government
Account number	297860433
Owned land area (m ²)	3268
NPWP	9,19739E+12
Implementation time	Morning-Afternoon
E-mail	SMA10sinjai@gmail.com
Website	https://SMA10sinjai.sch.id
Headmaster	Dra. Arni Idawati, M. Pd

2. Vision and Mission of UPT SMA 10 Sinjai

a. Vision

Excellent in achievement, obedient to IMTAQ, competent in information technology, loves the environment and has national cultural character.

b. Mission

1. Implement and implement 8 (eight) educational standards
2. Developing student behavior in accordance with the teachings adhered to.
3. Developing students' potential optimally based on ethics, logic, aesthetics and kinestics.
4. Developing the potential of teachers and students in using information and communication technology
5. Implement a school-based management system.
6. Implementing a system (mastery learning) so that students have competencies in accordance with competency standards.
7. Improving the quality of human resources who care and have an environmental culture.
8. Integrate life skills in an integrated and professional manner in the learning process.

3. Goals of UPT SMA 10 Sinjai

- a. Preparing students who are devoted to Allah SWT. And have noble morals and strong character.
- b. Preparing students to become people with personality, intelligence, quality and achievements in academic and non-academic fields.
- c. Equip students to have information and communication technology skills and be able to develop themselves independently.
- d. Instill in students to be tenacious and persistent in competing, adapting to the environment.
- e. Develop an attitude of sportSMAship in all aspects of life.

- f. Preparing students to be able to continue to state universities or universities abroad/internationally.
- g. Equipping students with skills/skills that can compete in the global era.

4. State of Students

Student is someone who develops his potential in the educational process, both formal and non-formal education (<http://SMA10sinjai.sch.id>).

B. Result and Discussion of the Research

1. Result of the Research

This research was conducted to prove the effectiveness of using the Memrise application in learning English vocabulary for eleventh-grade students at UPT SMA 10 Sinjai. The results of this research are stated below.

Observations reveal that the use of the Memrise application as a learning tool in the classroom has several key benefits. Students demonstrate enthusiastic attitudes in using Memrise as an engaging and enjoyable learning medium.

The following are the results of test analysis using SPSS:

a. Normality Test

Table 4.1
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	,223	29	,001	,921	29	,033
Post-test	,185	29	,013	,916	29	,024

(Source: Result of data analysis with SPSS 23)

Based on the results of the normality test above, it is observable that the significance value from the pretest is $0.033 > 0.05$, while the significance value from the posttest is $0.024 > 0.05$. Therefore, it can be concluded that the residual values of the pretest and posttest results are normally distributed, because the significance value is greater than 0.05.

b. Homogeneity of the Test

Tabel 4.2

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
1,069	3	24	,381

(Source: Result of data analysis with SPSS 22)

Based on the Table, the results of the homogeneity of variance test using the Levene method are displayed. The Levene test statistic and its significance value (Sig.) are shown in the last column. This homogeneity of variance test is used to determine whether the variances among data groups are homogeneous. If the significance value is greater than the specified significance level (usually 0.05), then the null hypothesis (homogeneity of variance) cannot be rejected, indicating that the variances among data groups are considered homogeneous. In this case, the significance value of 0.381 indicates that there is not enough evidence to reject the hypothesis that the variances among data groups are homogeneous at the 0.05 significance level. Therefore, the homogeneity of variance is met for the analyzed data, because the significance value is greater than 0.05.

c. Test for Hypothesis

Tabel 4.3
Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Devi ation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lo wer	Upper			
Pair Prete , 1 st - Postt est	- 34,82759	1 1,532 78	2, 1415 8	- 39,214 42	- 30,44075	- 16,263	28	,000

(Source: Result of data analysis with SPSS 22)

According to Table above, the Sig. (2-tailed) value is 0.000. As this significance value is below 0.05 ($0.000 < 0.05$), H_0 is rejected and H_a is accepted. This confirms that H_a is accepted and H_0 is rejected. In other words, the Memrise application proves to be an effective tool for teaching English vocabulary to eleventh-grade students at UPT SMA 10 Sinjai.

Tabel 4.4
N-Gaint Score

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Ngaint_Score	28	,00	1,00	,6869	,19795
Ngain_persen	28	,00	100,00	68,6862	19,79506
Valid N (listwise)	28				

(Source: Result of data analysis with SPSS 22)

Based on table 3.7, it can be seen that the results of the N-Gain score analysis show an average value of less than 0.7, then the category shows its effectiveness is moderate. while the N-gain percent value shows an average value of 56 - 75 percent, the interpretation of the n-gain value can be said to be quite effective. in other words, the effectiveness of using the memrise application on English vocabulary in class 11 SMA 10 Sinjai is quite effective.

C. Discussions

The results of this study confirm that Memrise is effective as a medium for learning English vocabulary for eleventh-grade students at SMA Negeri 10 Sinjai. Data analysis shows that the significance values for the normality and homogeneity of variance tests meet the required statistical criteria. The paired t-test results reveal a significant difference between the students' pretest and posttest scores after using Memrise as a learning medium. According to the data analysis, the normality test results show significance values of 0.033 for the pretest and 0.024 for the posttest, indicating that the data is normally distributed. The homogeneity of variance test shows a value of 0.381, indicating homogeneous data variance. Additionally, the paired t-test shows a significance value of 0.000, indicating a significant difference between the pretest and posttest scores.

This study's results align with other research findings showing that the Memrise application is effective in improving students' English skills. According to Aulia Subita (2022), the pretest results indicated that students scored an average of 60.65 and 66.9, while the average posttest scores were 83.87 and 68.3. With a t-count of 2.622487659 and a t-table value of 1.67942739, since the t-count is greater than the t-table, H_0 is rejected, leading to the conclusion that the use of Memrise has a significant impact on students' reading skills.

According to Annisa Delaputri et al.(2023), learning using the Memrise application in English vocabulary instruction is effective. This is supported by the results of the pre-test questionnaire in the experimental class, which had scores of 40.00 and 53.75 with an average score of 45.93. Then, the post-test results of the experimental class showed scores of 70.00 and 90.00 with an average of 80.31. These results indicate an increase in motivation to learn English.

Based on the results of the research discussion above, it can be concluded that the Memrise application is effective in learning English vocabulary for students. In this case, the Memrise application is effective in learning English vocabulary in the eleventh grade at UPT SMA 10 Sinjai.

CHAPTER V

CLOSING

A. Conclusion

This study was conducted in class XI IPS B at SMA 10 Sinjai with the aim of evaluating the effectiveness of using the Memrise application in English vocabulary learning among students. The results of the normality test showed that the significance values for the pretest (0.033) and posttest (0.024) were greater than 0.05, indicating that the residual values from the pretest and posttest were normally distributed. Subsequent analysis using a paired sample T-test showed that the obtained significance value was 0.000, which is far lower than the predetermined threshold of 0.05. This decrease in significance indicates that the observed difference is statistically significant. With a significance value lower than 0.05, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, implying sufficient statistical evidence to support the claim that using the Memrise application effectively improves English vocabulary acquisition among the students of class XI IPS B at SMA 10 Sinjai. In this context, "effective" means that the use of the Memrise application successfully achieves the learning objective, which is to enhance students' English vocabulary proficiency.

B. Suggestion of the Research

We hope that this research can be useful in the future in order to improve the method of learning english vocabulary that is more innovative and interesting. we realise that in making this scientific work it is still far from perfect, therefore we hope for suggestions and criticism in order to get better work.

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APPENDICES

Appendix 1

Instrument Grid

No	Variabel	Description	Form of data collection	Indicator	No Item
1	Memrise Application (X)	Memrise is a language learning application that focuses on interactive and scientific methods to help users learn various languages more effectively and enjoyably. The application employs spaced repetition techniques designed to enhance long-term retention of words and phrases. In addition to the official content provided by Memrise, users	1. Observation 2. Questionnaire 3. Test 4. Pretest and Posttest 5. Documentation	Able to access the Memrise application	9

		can also access courses created by the community, thereby expanding the range of learning materials available. Another notable feature is the use of videos and audio from native speakers, which helps users understand pronunciation and the contextual use of language in everyday situations. Memrise also incorporates gamification elements such as points, levels, and challenges to		
			Able to do the questions given.	10

		make the learning process more engaging and motivating. Available in both mobile and desktop versions, Memrise allows users to learn anytime and anywhere, making it a flexible and effective tool for language learning.		Able to manage time in the game	5,6,7
2	Vocabulary (Y)	Vocabulary refers to the collection of words and phrases known and used by an individual in a language. It encompasses individual words, phrases, collocations (combinations of words that frequently appear	1. Observation 2. Questionnaire 3. Test 4. Pretest and Posttest 5. Documentation	Able to explain the material again Able to summarize material	1,2 3,4

		together), as well as synonyms and antonyms. The primary function of vocabulary is for communication, enabling a person to convey ideas, feelings, and information accurately. A rich vocabulary also enhances the ability to understand spoken and written texts and improves one's expressive capabilities. Vocabulary development can be achieved through various methods, such as reading, listening, and actively using new words in conversation and writing. Learning			
--	--	---	--	--	--

		aids like flashcards and language learning applications can help reinforce memory and mastery of vocabulary. Therefore, vocabulary is a fundamental element in language proficiency and effective communication.			
--	--	--	--	--	--

Appendix 2

TEST SHEET

The Effectiveness of Using Memrise Application in Teaching Vocabulary at
Eleventh Grade Students at SMA Negeri 10 Sinjai

A. Personal Data

Name :
No. Reg :
Class/year :
School :

B. Test

The correct answer choices are below!

1. Choose the correct synonym for the word "happy":
 - a) Sad
 - b) Joyful
 - c) Angry
 - d) Tired
2. What is the meaning of the word "ancient"?
 - a) Modern
 - b) Old
 - c) Recent
 - d) New
3. Choose the correct antonym for the word "difficult":
 - a) Hard
 - b) Easy
 - c) Tough
 - d) Complicated
4. The word "benevolent" means:
 - a) Kind
 - b) Cruel

- c) Greedy
 - d) Lazy
5. Choose the correct word to complete the sentence: "She decided to ____ her room by painting it blue."
- a) Decorate
 - b) Destroy
 - c) Remove
 - d) Mess
6. What is the meaning of the word "predict"?
- a) To describe
 - b) To foresee
 - c) To forget
 - d) To ignore
7. The word "fragile" means:
- a) Strong
 - b) Weak
 - c) Breakable
 - d) Solid
8. Choose the correct synonym for the word "vast":
- a) Tiny
 - b) Large
 - c) Narrow
 - d) Small
9. What is the meaning of the word "mysterious"?
- a) Obvious
 - b) Unknown
 - c) Clear
 - d) Simple
10. Choose the correct antonym for the word "frequent":
- a) Regular

- b) Common
- c) Rare
- d) Often

Appendix 3

TEST SHEET

The Effectiveness of Using Memrise Application in Teaching Vocabulary at
Eleventh Grade Students at SMA Negeri 10 Sinjai

A. Personal Data

Name :
No. Reg :
Class/year :
School :

B. Test

The correct answer choices are below!

1. The synonym of "rapid" is...
 - a) Slow
 - b) Quick
 - c) Lazy
 - d) Weak
2. Which word means the opposite of "ancient"?
 - a) Old
 - b) Historic
 - c) Modern
 - d) Antique
3. Choose the word that best completes the sentence: "She was very ____ about the upcoming exam."
 - a) Calm
 - b) Nervous
 - c) Bored
 - d) Relaxed
4. Which of the following words is a noun?
 - a) Run

- b) Happiness
 - c) Quickly
 - d) Blue
5. The word "benevolent" most nearly means...
- a) Kind
 - b) Cruel
 - c) Stupid
 - d) Dangerous
6. Which word is a synonym for "fortunate"?
- a) Unlucky
 - b) Wealthy
 - c) Lucky
 - d) Poor
7. The word "expand" most nearly means...
- a) Reduce
 - b) Enlarge
 - c) Diminish
 - d) Shrink
8. Choose the word that is an adjective:
- a) Sing
 - b) Beauty
 - c) Beautiful
 - d) Singer
9. Which word best fits the sentence: "The ____ cat slept on the couch all day."
- a) Sleepy
 - b) Run
 - c) Sing
 - d) Blue
10. The antonym of "optimistic" is...
- a) Hopeful

- b) Cheerful
- c) Pessimistic
- d) Positive

Appendix 4

OBSERVATION SHEET

The Effectiveness of Using Memrise Application in Teaching Vocabulary at
Eleventh Grade Students at SMA Negeri 10 Sinjai

A. Personal Data

Name :

No. Reg :

Class/year :

School :

B. Charging Instructions

1. Fill in the following statements in the column provided by placing a check mark (√)
2. Description of the answer options:
 - a. Strongly Agree (4)
 - b. Agree (3)
 - c. Don't Agree (2)
 - d. Strongly Disagree (1)

Observation Statement Items

Items	1	2	3	4
	SD	DA	A	SA
1. Students look active and involved when using the Memrise application to learn vocabulary.				
2. Students show increased understanding of vocabulary after using the				

Memrise application.				
3. Students can remember the vocabulary they have learned through the Memrise application for a longer period of time				
4. Students are satisfied with using the Memrise application for vocabulary learning.				
5. The Memrise application is easy for students to use to learn vocabulary.				
6. The vocabulary material available in the Memrise application is quite complete and suits learning needs.				
7. Students can learn new vocabulary quickly using the Memrise application.				
8. Students use time effectively when learning vocabulary with the Memrise application.				
9. Using the Memrise application increases students' motivation to learn vocabulary.				
10. The Memrise app				

provides interactive features that help students understand and remember vocabulary better				
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Appendix 5

Respondent

No	NAME	CLASS
1	A. ALIEF ALFIAN AKBAR	XI B 2
2	A NUR FAUZIL	XI B 2
3	A PAHMI MUIN	XI B 2
4	ADRIAN ADITYA	XI B 2
5	AKSAN MARLAN	XI B 2
6	AMRULLAH	XI B 2
7	ANDIKA PRATAMA	XI B 2
8	ANDINI	XI B 2
9	ARDIANSYAH	XI B 2
10	CANDRA DINATA	XI B 2
11	DANIAL	XI B 2
12	ELMI	XI B 2
13	FITRIA	XI B 2
14	KHAERUL AZZAM	XI B 2
15	M. FADILLAH	XI B 2
16	MOHAMMAD ANUGRAH	XI B 2
17	MUH. ALIEF IDRIS	XI B 2

18	MUH. FADLI FAUZAN	XI B 2
19	MUH. IHWAL PRATAMA	XI B 2
20	MUH. IKRAM	XI B 2
21	NURDIANA	XI B 2
22	NURHAZANAH	XI B 2
23	NURHOLIS	XI B 2
24	RAHMAT HIDAYAT	XI B 2
25	RAISAH	XI B 2
26	RISKAWATI	XI B 2
27	SURIANI	XI B 2
28	WAHDANIATUL INSANI	XI B 2
29	ZAHIDUL HAJ	XI B 2

Appendix 6**POST-TEST AND PRE-TEST SCORE**

No	NAME	PRE –TES SCORE	POST –TEST SCORE
1	A. ALIEF ALFIAN AKBAR	50	70
2	A NUR FAUZIL	40	60
3	A PAHMI MUIN	30	60
4	ADRIAN ADITYA	10	50
5	AKSAN MARLAN	40	70
6	AMRULLAH	30	60
7	ANDIKA PRATAMA	30	70
8	ANDINI	30	70
9	ARDIANSYAH	30	80
10	CANDRA DINATA	50	90
11	DANIAL	20	80
12	ELMI	20	70
13	FITRIA	30	80
14	KHAERUL AZZAM	30	70
15	M. FADILLAH	30	60

16	MOHAMMAD ANUGRAH	20	60
17	MUH. ALIEF IDRIS	40	70
18	MUH. FADLI FAUZAN	30	50
19	MUH. IHWAL PRATAMA	20	70
20	MUH. IKRAM	40	60
21	NURDIANA	30	60
22	NURHAZANAH	40	80
23	NURHOLIS	30	60
24	RAHMAT HIDAYAT	60	80
25	RAISAH	30	50
26	RISKAWATI	20	70
27	SURIANI	40	70
28	WAHDANIATUL INSANI	40	60
29	ZAHIDUL HAJ	40	80

Appendix 7

DOCUMENTATION



(Picture. 1)



(Picture. 2)

Appendix 8

Research Certificate


PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 10 SINJAI
Alamat: Jl. A. Akbar No 82 Mangarabombang Kec. Sinjai Timur B-Mail: sman10sinjai@gmail.com Kode Pos 92671

SURAT KETERANGAN PENELITIAN
No. 421.3/116-UPT.SMA.10/ SJ/ DISDIK

Yang bertanda tangan di bawah ini:

Nama	: Dra. ARNI IDAWATI, M.Pd
NIP	: 19690430 199403 2 006
Pangkat / Gol	: Pembina Tk I / IVb
Jabatan	: Kepala Sekolah

Menerangkan bahwa:

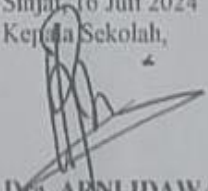
Nama	: IRFAN ARDAH
NIM	: 200110009
Program Studi	: Tadris Bahasa Inggris
Pekerjaan	: Mahasiswa (S1)

Telah mengadakan penelitian di SMAN 10 Sinjai dengan judul:

"Effectiveness of Using Memrise Application in Teaching Vocabulary at Elevent Grade at UPT SMAN 10 Sinjai"

Dilaksanakan pada tanggal 15-16 Juli 2024

Demikian surat keterangan ini dibuat untuk dipergunakan seperlunya.

Sinjai, 16 Juli 2024
Kepala Sekolah,

Dra. ARNI IDAWATI, M.Pd
NIP. 19690430 199403 2 006

Appendix 10

Decision Letter on the Distribution of Supervisor

 UAD UNIVERSITAS ISLAM AHMAD DAHLAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN					
SURAT KEPUTUSAN NOMOR: 597.D1/III.3.AU/F/KEP/2023					
TENTANG DOSEN PEMBIMBING PENULISAN SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN T.A. 2023/2024					
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM AHMAD DAHLAN					
Menimbang	1. Bahwa untuk penulisan Skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Tahun Akademik 2023/2024, maka dipandang perlu ditetapkan Dosen Pembimbing penulisan Skripsi dalam Surat Keputusan. 2. Bahwa nama-nama yang tercantum dalam Surat Keputusan ini dipandang cakap dan memenuhi syarat untuk melaksanakan tugas yang di amanahkan kepadanya.				
Mengingat	a. Anggaran Dasar dan Anggaran Rumah Tangga Muhammadiyah. b. Undang-undang No. 20 tahun 2003 tentang Sisdiknas. c. Undang-Undang R.I No. 12 Tahun 2012, tentang Pendidikan Tinggi. d. Keputusan Menteri Agama R.I No. 1502 Tahun 2022, tentang perubahan nama Institut Agama Islam Muhammadiyah Sinjai menjadi Universitas Islam Ahmad Dahlan. e. Pedoman PP. Muhammadiyah No. 02/PED/I.0/B/2012 tentang Perguruan Tinggi Muhammadiyah. f. Statuta Universitas Islam Ahmad Dahlan.				
Memperhatikan	1. Kalender Akademik Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Tahun Akademik 2023/2024. 2. Surat Keputusan Rektor Institut Agama Islam Muhammadiyah Sinjai nomor: 293 R/III.3 AU/F/KEP/2023 tanggal 02 Desember 2023 tentang nama-nama Dosen Pembimbing Skripsi Mahasiswa Universitas Islam Ahmad Dahlan Tahun Akademik 2023/2024.				
MEMUTUSKAN					
Menetapkan	Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan tentang Dosen Pembimbing penulisan skripsi mahasiswa.				
Pertama	Mengangkat dan menetapkan saudara(i) :				
<table border="1" style="width: 100%;"><thead><tr><th>Pembimbing I</th><th>Pembimbing II</th></tr></thead><tbody><tr><td>Dr. Muli. Judrah, M.Pd.I.</td><td>Irmayani, S.S., M.Pd.</td></tr></tbody></table>		Pembimbing I	Pembimbing II	Dr. Muli. Judrah, M.Pd.I.	Irmayani, S.S., M.Pd.
Pembimbing I	Pembimbing II				
Dr. Muli. Judrah, M.Pd.I.	Irmayani, S.S., M.Pd.				
untuk penulisan skripsi mahasiswa:					
Nama : Irfan Ardah					
NIM : 200110009					
Program Studi : Tadris Bahasa Inggris					
Judul Skripsi : The Effectiveness of Using The Memrise Application in Teaching Vocabulary at Eleventh Grade Students of UPT SMA 10 Sinjai					
Kedua	Hal-hal yang menyangkut pendapatan/nafkah karena tugas dan tanggung jawabnya diberikan sesuai peraturan yang berlaku di Universitas Islam Ahmad Dahlan.				
Ketiga	Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagai amanat dengan penuh rasa tanggung jawab.				
Keempat	Keputusan ini berlaku sejak tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan sebagaimana mestinya.				
Alamat : Jl. Sultan Hassanuddin No. 20 Kab. Sinjai  nikulad@gmail.com  Nikulad  Nikuladsinjai  www.nik.uisd.ac.id Telp. 082291938878 Kode Pos. 92012  UAD Sinjai Official  uisad_sinjai					



**UAD UNIVERSITAS ISLAM
AHMAD DAHLAN**

PEMERINTAH PROVINSI SULAWESI SELATAN

**FAKULTAS TARBIYAH
DAN ILMU KEGURUAN**

Ditetapkan di : Sinjai
Pada Tanggal : 20 Jumadil Awal 1445 H
04 Desember 2023 M

Dekan,

Dr. H. Akdir, M.Pd.I.
NBM. 1213495

Tembusan Disampaikan Kepada Yang Terhormat.

1. Ketua BPH Universitas Islam Ahmad Dahlan
2. Rektor Universitas Islam Ahmad Dahlan
3. Ketua Program Studi PAI, PGMI, PBA, TBI & TM

Appendix 11

Research Permission Letter

		UNIVERSITAS ISLAM AHMAD DAHLAN	FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Nomor	392.D1/III.3.AU/F/2024		
Lamp	-		Sinjai <u>20 Dzulhijjah 1445 H</u>
Hal	<u>Permohonan Izin Penelitian</u>		27 Juni 2024 M

Kepada Yang Terhormat
Kepala UPT SMA 10
Di -
Sinjai

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Dalam rangka penulisan skripsi mahasiswa program Strata Satu (S-1), dengan ini disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini :

Nama : Irfan Ardah
NIM : 200110009
Program Studi : Tadris Bahasa Inggris (TBI)
Semester : VIII (Delapan)

Akan melaksanakan penelitian dengan judul:

" The Effectiveness Of The Memrise Application In Teaching Vocabulary At Elevent Grade Students Of UPT SMA 10 Sinjai "

Sehubungan dengan hal tersebut di atas dimohon kiranya yang bersangkutan dapat diberikan izin melaksanakan penelitian di UPT SMA 10 Sinjai.

Atas perhatian dan kerjasama yang baik diucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.


Dr. Takdir, M.Pd.I.
NIM: 1213495

Tembusan disampaikan Kepada Yth :

1. Rektor Universitas Islam Ahmad Dahlan
2. Kepala Dinas Pendidikan Kab. Sinjai

Appendix 12

LIST DOCUMENTATION

The Effectiveness of Using Memrise Application in Teaching Vocabulary at
Eleventh Grade Students at SMA Negeri 10 Sinjai

Fill in the following statements in the column provided by placing a check
mark (√)

Statement	Yes	No
Attendent List		
Observation sheets		
Questionnarie forms		
Organizational structure the school		
Student Grade Pretest- Posttest		

Appendix 13

Biography

Name	: Irfan Ardah
Students ID	: 200110009
Place and Date of Birth	: Sinjai, September 23 rd 2001
Addres	: Jl. Dahlan Isma, North Sinjai District, Sinjai Regency
Organizational History	: English Students Association 2021-2022
Educational History	
Primary School	: SDN 103 Bontopare
Junior High School	: Mts. Darul Abrar
Senior High School	: SMKN 1 Sinjai
Handphone Number	: 08112651575
Email	: irfanzaibatsu@gmail.com
Parents Name	: Muhtar,SH (Father) : Dahlia Absyam,S.Pd. (Mother)

Appendix 14

Free Plagiarism Release



Page 1 of 49 - Cover Page

Submission ID trn:old::1:3180517933

Perpustakaan UIAD IRFAN ARDAH_200110009

- PERPUSTAKAAN UIAD SINJAI
- Perpustakaan
- LL DIKTI IX Turnitin Consortium Part V

Document Details

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45 Pages

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Page 1 of 49 - Cover Page

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A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.