Students Vocabulary Enrichment At Nine

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ABSTRACT

Based on preliminary studies, the majority of students in class IX of SMP Negeri 1 Pematang Siantar lack vocabulary. The students also lazy about memorizing vocabulary. In fact, students can become confused and discouraged in the learning process. Students feel forced and feel bored. This research aims to find out whether students' vocabulary mastery has increased or not by using Memrise in class IX and to find out how students perform and respond to the Memrise application as a medium for teaching and learning vocabulary. This research conducted quantitative research by collecting data through experimental studies. The population is 150 students. A total of 60 students were taken as samples. The instruments used are a vocabulary test and a list of questions. The research concluded that using the Memrise application for vocabulary enrichment purposes can provide better results compared to traditional techniques among ninth grade students at SMP Negeri 1 Pematang Siantar. This underscores the importance of incorporating digital media skills into language education to improve student learning experiences and outcomes.

Keywords: Enrichment Vocabulary, Students, Vocabulary

PENDAHULUAN

In recent years, there has been a growing concern regarding students' vocabulary acquisition and retention. Effective vocabulary enrichment plays a crucial role in students' language proficiency development. However, traditional teaching methods often struggle to engage students and provide them with an interactive and immersive learning experience.

The Memrise application is one of the many learning resources that professionals have created in this era of globalization. Memrise is a free language learning platform featuring websites, iOS and Android learning apps, according to Nayla (2019). Its key advantages are portability and accessibility (via desktops and smartphone and tablet apps). To help students learn and recall words and their meanings, use audio, images, and engaging, creative activities. The Memrise app can be used both within and outside of the classroom. Integrating Memrise into education presents an opportunity to explore the role of digital media in enhancing language learning.

Vocabulary development is fundamental to language learning and crucial for students of all ages. According to (Ur, 1999) The goal of teaching English is to help students

be skilled in all four language skills of speaking, writing, listening, and reading. Because the four English skills have a connection, mastering them is crucial. Students need to acquire certain components in order to integrate these talents. Word choice is one of them. Students need to acquire vocabulary in order to grasp all four of the English languages. It will be simpler to learn English if the vocabulary is learned.

Furthermore, according to (Ur, 1996:60), vocabulary is one of the most crucial aspects of foreign language learning because it is hard to communicate without a wide range of words. As a result, vocabulary is essential when learning a foreign language. However, teaching vocabulary is difficult without the use of appropriate methods and media. Both play a significant part in education. Based on initial observations at SMP Negeri 1 Pematang Siantar, researcher found that students were not interested in learning English, especially vocabulary, and they did not pay full attention to their assignments; without interest, the vocabulary teaching process is low.

The Memrise application was chosen by researcher as a medium to overcome the above problems. Memrise app helps students improve their vocabulary. Because it is basic and easy to use, this application can be used in the teaching and learning process. Based on the problems and conditions above, the researcher intends to help students by introducing the Memrise application as a fun vocabulary learning medium. This study aims to investigate the effectiveness of using Memrise as a digital tool to improve the vocabulary of ninth grade students. By doing this, it will contribute valuable insight into the usefulness of digital media skills in the specific context of SMP Negeri 1 Pematang Siantar.

METODE

Location of the reserch at SMP Negeri 1 Pematang Siantar City. This school is located on Jl. Merdeka, Pardomuan, District. Siantar Team., Pematang Siantar City, North Sumatra This research will be carried out for one month. In this study, the researcher methodology to be used is the quantitative method. According to According to Margono (2005:105-106), quantitative research is a process of finding knowledge that uses data in the form of numbers as a tool to find information about what we want to know. Quantitative research is a systematic scientific study of the parts of a phenomenon and their relationships.

The research population is all students of class IX SMP Negeri 1 Pematang Siantar for the 2023/2024 academic year, with a total of 160 students consisting of 5 classes. According to Sugiyono (2008: 118) "the sample is part of the number and characteristics possessed by the population". Meanwhile, according to Arikunto (2006: 134) "if the number of subjects is less than 100, it is better to take all so that the research is a population study, but if the number is greater then 10-15% or 20-25% or more are taken". So, the researcher took sample from the population by total sampling. The total number of sample in this study were 64 students.

The researcher used vocabulary test as instrument. The test applied for pre-test and the post-test. The pre-test aimed to know the students' vocabulary mastery before applying memrise application while post-test aimed to know the students' improvement in vocabulary after applying memrise application. In this case, researcher will perform tests on class IX students of SMP Negeri 1 Pematang Siantar.

The analysis used to test this hypothesis is a simple correlation analysis technique. However, before the analysis is carried out, a requirements test must be carried out, namely

Validity and Rehability, Normality Test, Homogeneity Test, t_{test} and Test The Hypothesis.

HASIL DAN PEMBAHASAN

In this section the researcher describes the data that has been collected using IBM SPSS Statistics version 29. The data obtained includes information about students' speaking abilities which was collected using 2 tests, namely pre-test and post-test. After conducting this research, the researcher finally obtained data from students. The data scores obtained by the researcher contained pre-test and post-test from the experimental class and control class. For an explanation, we can see the table below.

Table 1. The Result of Pre-Test and Post-Test of Experimental Group

No	Student's Initial Name	Pre-Test	Post Test
1	MAP	50	80
2	SLN	60	80
3	ZLF	20	70
4	AMS	70	100
5	KBS	70	90
6	NAF	60	90
7	IWP	60	80
8	KSM	60	90
9	BGS	60	80
10	MSM	50	70
11	JRS	30	70
12	FAD	60	90
13	MGB	60	90
14	DAN	70	90
15	AAR	50	70
16	FTM	40	80
17	RFA	70	90
18	TRS	20	70
19	ARY	60	80
20	KSP	20	70
21	MEY	30	80
22	SF	60	90
23	DCN	60	80
24	MFA	70	90
25	SIS	80	100
26	DAS	50	80
27	SFS	70	90
28	RSN	60	90
29	ANF	60	80
30	MAL	60	90

Based on the table above, the pre-test and post-test of the experimental group showed

that the lowest pre-test score was 20 and The highest pre-test score was 80. Meanwhile, the post-test score was the lowest is 70 and the highest post-test score is 100.

Table 2. The Result of Pre-Test and Post-Test of Control Group

No	Student's Initial Name	Pre-Test	Post Test
1	RBS	60	80
2	NAS	70	80
3	SUT	60	70
4	MLP	70	80
5	YBP	60	80
6	SAH	60	80
7	IBS	60	80
8	YRS	70	90
9	MRO	50	80
10	EGS	10	50
11	JMS	70	80
12	GND	60	80
13	FRS	70	80
14	NAN	70	80
15	FTA	70	80
16	EFS	10	40
17	AFA	50	60
18	NSG	30	50
19	CSS	20	60
20	NNS	40	60
21	RDS	70	70
22	PAZ	70	80
23	DHH	70	80
24	DAA	80	90
25	JRA	70	80
26	DWA	70	70
27	ESS	60	80
28	DMP	70	80
29	MKF	70	80
30	KAS	70	70

Based on the pre-test and post-test table of the control group above, this shows that the lowest pre-test score is 10 and the highest pre-test score is 80. Meanwhile in the post-test the lowest score is 40 and the highest post-test score is 90.

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 3 below:

Table 3. The Result of Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std.Deviation
Pre Test Experimen	30	20	80	54,66	16,131
Post Test Experiment	30	70	100	83,88	8,8408
Pre Test Control	30	10	80	58,66	18,519
Post Test Control	30	40	90	74,00	11,919
Valid N (Listwise)	30				

Based on table 4.3, The table presents the descriptive statistics for the pre-test and post-test scores of two groups: an experimental group and a control group. The experimental group's mean score increased from 54.66 (pre-test) to 83.88 (post-test), indicating a significant improvement. The standard deviation decreased from 16.131 to 8.8408, suggesting that the scores became more consistent after the intervention. The control group's mean score increased from 58.66 (pre-test) to 74.00 (post-test), showing improvement but not as pronounced as the experimental group. The standard deviation decreased from 18.519 to 11.919, indicating some increase in consistency, though not as much as in the experimental group. the data suggests that the intervention applied to the experimental group was effective in improving the test scores more significantly than any changes observed in the control group.

A normality test is employed to ascertain whether the gathered samples exhibit a normal distribution or not. The normality test in this study was conducted using the Kolmogorov-Smirnov test. The table below displays the findings about the normality of this study.

Table 4. Test of Normality

Test of Normality

Kelas		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Student's Learning Outcomes	PRE EXPERIMENT	0,175	30	0,020	.945	30	0,124
	POST EXPERIMENT	0,112	30	0,200	.948	30	0,151
	PRE CONTROL	0,178	30	0,017	.941	30	0,097
	POST CONTROL	0,165	30	0,037	.942	30	0,104

*. 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=0.020) and the posttest item obtained (Sig=0.200) it shows that the normality test is normally distributed

(Sig>0.05). Furthermore, the pretest item in the control group obtained (Sig = 0.017) and the posttest item obtained (Sig= 0.037) it also states that normality test is normally distributed.

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 5. Test of Homogeneity

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Student's Learning Outcomes	Based on Mean	1,334	1	58	0,253
	Based on Median	1,473	1	58	0,938
	Based on Median and with adjusted df	1,473	1	43,833	0,938
	Based on trimmed mean	0,897	1	58	0,348

From the output of the homogeneity test results above, it shows sig 0,253 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.

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.

Table 6. The Result of Hypothesis

Group Statistics

Student's Learning Outcomes	Student's Learning Outcomes	Student's Learning Outcomes	Student's Learning Outcomes	Student's Learning Outcomes	Student's Learning Outcomes

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
							Std. Error Difference	95% Confidence Interval of the Difference	
				Significance		Mean Difference			
	Sig								
F	.	t	df	On	Tw	nce	nce	Low	Upper

					e-Sided p	o-Sided p				er
Stude nt's Learni ng Outco mes	Equal varian ces assum ed	1,3 34	0,2 53	3,4 45	58	0,0 01	0,0 01	9,3333 3	2,7094 3	3,90 983	14,75 684
	Equal varian ces not assum ed			3,4 45	53,4 95	0,0 01	0,0 01	9,3333 3	2,7094 3	3,90 008	14,76 658

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 IX-1 (Using Memrise Application with the posttest (M = 83,33 SD = 8,8408) and the scores of students in class IX-2 (Using Traditional Method) with the posttest (M = 74,00 SD = 11,919), t count = 3,445 value sig (2-tailed) = 0.001< 0,05.then Ho is rejected and Ha is accepted. It can be concluded that there is a significant difference between learning outcomes using the Memrise application to enrich students' vocabulary which is higher than using traditional techniques, thus there is an influence of the Memrise Application

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

The findings of the research study indicate a significant difference in student learning outcomes in vocabulary enrichment when comparing the use of the Memrise application with traditional techniques among ninth-grade students at SMP Negeri 1 Pematang Siantar. The rejection of the null hypothesis (Ho) and acceptance of the alternative hypothesis (Ha) suggest that the use of the Memrise application leads to higher levels of vocabulary enrichment compared to traditional methods.

Additionally, the significance of this finding underscores the importance of adapting teaching methodologies to leverage digital tools effectively. Educators can explore integrating similar applications into their lesson plans to supplement traditional instruction and cater to diverse learning preferences among students.

In conclusion, the research findings suggest that using the Memrise application for vocabulary enrichment purposes can produce favorable outcomes compared to traditional techniques among ninth-grade students. This underscores the importance of incorporating digital media skills into language education to enhance student learning experiences and outcomes.

Researchers know the students' results after they finish taking the pre-test. Because calculations show that students obtained a total score of 1640 on the pre-test. The lowest

score on the pre-test was 20. The highest score on this test was 70, and the average score on the initial test for children was 54.66. The fact that a student's average score is less than 60 indicates that the student is underachieving. Student's English language skills are assessed as low and not good.

Based on the calculation results, the total number of students' post-test scores was 2500. The lowest score obtained by students was 70 and the highest score was 100, with the average post-test score for students being 83.33. Thus, students' vocabulary scores increase. This means that students' vocabulary mastery increases and categorized as good.

Based on the output of the table t-test above, calculations result of the Value of Sig. (2-tailed) is 0.001. Thus is knows that 0.001 < 0,05. It inferred that there is a significant difference between pre-test and post-test scores. During the result of the analysis test, the test value is 3,445 and the t table is 2,002. It knows that the t test value is higher than the t-table (3,445 > 2,002) it can infer that there is a significant difference in students' vocabulary mastery before and after using the Memrise application.

The researchers used SPSS 29.0 to find significant variations in student scores before and after teaching with the Memrise app. The findings of the independent sample test show that the Memrise programme is suitable for learning and teaching English vocabulary. This research aligns with Nuralisah and Kareviati's (2020) findings on vocabulary. Learning with the Memrise application is effective for improving students language skills. The average pre-test score for students was 54.66, whereas the post-test score was 83.88. Using the Memrise application can help students learn English vocabulary more effectively. Students don't become bored in class when employing. The Memrise app serves as a teaching tool and allows users to easily learn English vocabulary.

KESIMPULAN

Based on results data analysis and results discussion on page previously, researcher conclude that there is Ninth-grade students' vocabulary mastery before being taught using Memrise implementation is still low and inadequate. The average pre-test score of 54.66 indicates a level below 60, and even with the traditional method, the average post-test score of 74 remains below 80. Therefore, teachers need new methods and media to facilitate easier and more engaging English learning experiences for students.

Vocabulary mastery among ninth-grade students significantly improves after being taught using the Memrise application. The average post-test score of 83.88 reflects a high and commendable level of mastery. This notable improvement suggests that the Memrise application effectively attracts students' interest and attention in learning English vocabulary, making it a suitable medium for enhancing vocabulary acquisition.

There is a significant difference between students' pre-test and post-test scores, as indicated by the paired sample test calculations using SPSS 29.0. The significance result (2-tailed) of 0.001 < 0.05 confirms this difference. Comparing the t-count and t-table values further supports this conclusion, with the t-count value of 3.445 exceeding the t-table value of 2.002. Therefore, the alternative hypothesis (Ha) is accepted, and the null hypothesis (Ho) is rejected. In summary, the research findings demonstrate that the use of the Memrise application significantly enhances students' vocabulary mastery.

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