

**STUDENTS' PERCEPTIONS TOWARD MEMRISE
APPLICATION AS MEDIA IN LEARNING
VOCABULARY AT SMAN 1 BALEN**

SKRIPSI



**Presented to
IKIP PGRI Bojonegoro
in partial fulfilment of the requirements
for the degree of Sarjana in English Education**

**By :
Anik Isma Oktafiani
NIM 22120002**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGORO
2026**

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APPROVAL SHEETS

The skripsi entitled "STUDENTS' PERCEPTIONS TOWARD MEMRISE APPLICATION AS MEDIA IN LEARNING VOCABULARY AT SMAN 1 BALEN" is compiled by:

Name : ANIK ISMA OKTAFIANI

NIM : 22120002

Department : English Education

Has been approved by advisors.

Bojonegoro, 8 July 2026

Advisor I



Dr. Fitri Nurdianingsih, M.Pd.

NIDN. 0729058701

Advisor II



Dr. Ima Isnaini Taufiqur Rohmah, M.Pd.

NIDN. 0723058302

LEGITIMATION

The skripsi entitled "STUDENTS' PERCEPTIONS TOWARD MEMRISE APPLICATION AS MEDIA IN LEARNING VOCABULARY AT SMAN 1 BALEN" is compiled by:

Name : Anik Isma Oktafiani
NIM : 22120002
Department : English Education

This is to certify that this skripsi has been approved by the Board of Examiners as the requirement for the degree of Sarjana in English Education Department, Faculty of Languages and Arts Education, IKIP PGRI Bojonegoro on 24 July 2026

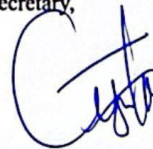
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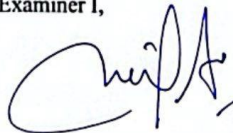
Dr. Cahyo Hasanudin, M.Pd.
NIDN 0706058801

Secretary,



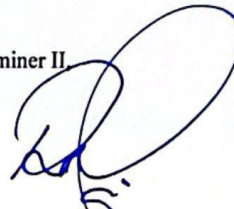
Ayu Fitrianiingsih, M.Pd.
NIDN 0720049101

Examiner I,



Meiga Ratih Tirtanawati, M.Pd.
NIDN 0725058403

Examiner II,



Dr. Refi Ranto Rozak, M. Pd.
NIDN 0702058403

Rector,

Dr. Junarti, M.Pd.
NIDN 0014016501

MOTTO

“Carilah ilmu sebanyak banyaknya karena tidak ada ilmu yang sia-sia semua akan bermanfaat di masa depan and always praying for whatever you wanted, God will surely grant.” *Knowledge, effort and prayer help your future!*

ACKNOWLEDGMENT

Expressing gratitude to Allah SWT for His blessings and to the Prophet Muhammad SAW, an example of all time, and helping in completing this thesis on time. The researcher presents this work to:

1. My parents, they played a vital role and served as the primary driving force behind the completion of my degree program. Although they themselves did not have the opportunity to pursue higher education, their encouragement, motivation, and prayer were always directed toward me.
2. To my supervisors Fitri Nurdianingsih, M.Pd and Dr. Ima Isnaini Taufiqur Rohmah, M.Pd. I would like to express my sincere thank you for all the guidance in helping me complete my thesis from the beginning to the end.
3. To my friends “Madesukses”.Anik,hafizah,Sabrina, kafita and dian, thank you for always patient with my randomness questions, with you in college became so much more beautiful and exciting. We can really succeed like our name group.
4. To myself Anik Isma Oktafiani, You struggling, don't give up, be a discipline person, and be a hardworking person to complete your thesis. I proud of you, you can do this!.

STATEMENT OF AUTHENTICITY

I, the undersigned below:

Name : ANIK ISMA OKTAFIANI

NIM : 22120002

Department : English Education

Faculty : Languages and Arts Education

In order to uphold academic integrity, sincerely and without coercion from any parties, I hereby declare that the thesis entitled:

“STUDENTS’ PERCEPTIONS TOWARD MEMRISE APPLICATION AS MEDIA IN LEARNING VOCABULARY AT SMAN 1 BALEN”

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found, I personally accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.

Bojonegoro, 7 July 2026



Anik Isma Oktafiani
22120002

ABSTRAK

Oktafiani, Anik Isma (2026). Students' Perceptions Toward Memrise Application as Media in Learning Vocabulary at SMAN 1 Balen. Skripsi. Program Studi Pendidikan Bahasa Inggris. Fakultas Pendidikan Bahasa dan Seni. IKIP PGRI Bojonegoro. Pembimbing: (I) Dr. Fitri Nurdianingsih, M.Pd, (II) Dr. Ima Isnaini Taufiqur Rohmah, M.Pd.

Penguasaan kosakata merupakan komponen mendasar dalam keterampilan berbahasa, namun banyak siswa mengalami kesulitan akibat keterbatasan kosakata. Untuk mengatasi masalah ini, media pembelajaran digital seperti Memrise dapat membantu siswa meningkatkan kemampuan kosakata mereka. Penelitian ini membahas persepsi siswa terhadap aplikasi Memrise sebagai media pembelajaran kosakata serta tantangan yang dihadapi siswa saat menggunakannya. Penelitian ini menggunakan metode deskriptif kualitatif dengan teknik pengumpulan data berupa wawancara terhadap lima siswa kelas sebelas di SMAN 1 Balen serta observasi. Tujuan penelitian ini adalah untuk mengkaji persepsi siswa terhadap aplikasi Memrise sebagai media pembelajaran kosakata. Hasil penelitian menunjukkan bahwa pada aspek kognitif, siswa menyatakan bahwa aplikasi ini membantu meningkatkan kosakata mereka melalui fitur-fitur yang tersedia. Pada aspek afektif, siswa merasa senang serta mengalami peningkatan motivasi dan minat dalam belajar bahasa Inggris. Pada aspek konatif, siswa menjadi lebih aktif dalam mempelajari kosakata. Peneliti menemukan dua tantangan yang dihadapi siswa: pertama, adanya fitur premium pada Memrise, dan kedua, koneksi internet yang tidak stabil saat menggunakan aplikasi tersebut. Dengan demikian, hasil penelitian menunjukkan bahwa siswa memiliki persepsi positif dalam ketiga aspek tersebut saat menggunakan Memrise sebagai media pembelajaran kosakata.

Keywords: Perception, Memrise Application, Vocabulary, Media

ABSTRACT

Oktafiani, Anik Isma (2026). Students' Perceptions Toward Memrise Application as Media in Learning Vocabulary at SMAN 1 Balen. Thesis. English Education Study Program, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro. Advisor: (I) Dr. Fitri Nurdianingsih, M.Pd, (II) Dr. Ima Isnaini Taufiqur Rohmah, M.Pd.

Vocabulary is a fundamental component in mastering language skills, yet many students face difficulties due to limited vocabulary. To overcome this problem, digital learning media can help students improve vocabulary such as Memrise. This study discuss about students' perception toward Memrise application as media in learning vocabulary and challenges student faces when using Memrise. This study used a qualitative descriptive, the researcher interviews with 5 students in eleventh-eight grade students at SMAN 1 Balen and observation as a data collection method. The purpose of this study is to investigates students' perceptions toward Memrise application as media in learning vocabulary. The result in the cognitive aspect, students reported that the application helps improve their vocabulary through Memrise features. In the affective aspect, students expressed enjoyment, increased motivation, and interest in learning English. In the conative aspect, students became more active in learning vocabulary. The researcher found two challenges students face, first Memrise is offers premium. The second unstable internet connection when using Memrise. So from the result it shows that students have a positive perception in three aspects when using Memrise as media in learning vocabulary.

Keywords: Persepsi, Aplikasi Memrise, Kosakata, Media

PREFACE

All praise and thanks be to Allah Subahanahu wa ta'ala who has given His guidance and grace so that the author can complete the thesis entitled "Students' Perceptions Toward Memrise Application as Media in Learning Vocabulary at SMAN 1 Balen". This work is an important step on the way to obtaining a bachelor's degree from the Faculty of Languages and Art Education IKIP PGRI Bojonegoro.

The completion of this thesis would not have been possible without the support, guidance and encouragement of many parties. The researcher expresses his deepest thanks to Fitri Nurdianingsih, S.Pd., M.Pd., as his First Advisor, and Dr. Ima Isnaini Taufiqur Rohmah, S.Pd., M.Pd., as his Second Advisor, who patiently provide guidance, direction, input, and motivation throughout the process of preparing this thesis proposal. The author also expresses his gratitude to the principal of SMA Negeri 1 Balen and Faridatul M., S.Pd., as English teacher, who gave permission to conduct this research, and gratitude to all participants who have assisted, directly or indirectly, in ensuring of the successful completion of this thesis proposal.

The researcher acknowledges that this research has limitations. However, it is hoped that this research will be beneficial not only for English teachers but also for readers and future researchers. Hopefully, this research can be a stepping stone for further progress in language education and beyond.

Bojonegoro, 06 July 2026

Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a communication tool used by everyone in their life as a means to deliver information and arguments to others. English vocabulary is very diverse and very large, so that students can understand what someone is saying or what is conveyed by the text, students must understand the meaning of the words (Aulia Farida M et al., 2018). In this case, the language cannot disport from culture because language reflects its nation and has close relation to the attitude or behaviour of speakers of that language (Rabiah,2020). Learning English has grown importance inside Indonesia's educational system. Furthermore, English has become a mandatory subject that students are required to study throughout their education, starting from elementary school all the way through university (Jon Boy et al., 2021). For that statement, language is very much needed by humans for their future. By understanding English, there will be many benefits including enhanced global communication, improved cognitive abilities, richer cultural understanding and travel experiences, and increased personal confidence.

Being proficient in any language depends heavily on having a rich and sufficient vocabulary, since vocabulary itself represents one of the fundamental areas of language knowledge, Vocabulary is crucial for learners since it is a necessary part of their language development (Salawazo et al., 2020). Vocabulary is a basic and substantial component that needs to be learned to understand English learning. With a command of vocabulary, by having a lot of vocabulary the learners

are expected to master four skills in English, namely reading, writing, listening and speaking (Putri & Simanjuntak, 2022). Vocabulary refers to the collection of words that serves as the building blocks of a language, encompassing nouns, adjectives, and verbs, which are then arranged together to form sentences and enable effective communication (Erlinda, 2024).

There are several reasons why vocabulary learning is essential for students. When students have a limited vocabulary, they often struggle to keep up with their teacher's explanations, and this gap tends to make them more passive during class. Such vocabulary limitations frequently stem from teaching techniques that fail to engage students, ultimately leading to boredom in the classroom. Therefore, teachers are required to create and use inventive strategies and instructional materials capable of increasing students' enthusiasm for acquiring new vocabulary (Tyas & Nurdawati, 2020). Many students at SMAN 1 Balen still lack understanding of English. The teacher said this is due to a lack of vocabulary. The students said they do not understand the meaning of words and find pronunciation difficult. They said dislike English lessons, in addition to the difficulties they face. The teaching methods and media used are not very interesting, resulting in students lacking interest in learning English.

According to Lubis et al., (2023) The vocabulary teaching process did not function properly, this circumstance arises when an inappropriate methodology or plan is employed. The majority of teachers still employ the outdated approach of teaching English vocabulary through translation, which involves applying an excessive number of new terms, asking the students to translate those terms, and then using those words to construct sentences. The teacher usually gives a lot of

words to students and asks students to open the dictionary to look for the meaning of the words, after finding the word students forget and student who are less active in class will not pay attention to what teacher says then their motivation to learn English will decline. As Rohmah, (2017) states that when pupils participate directly in classroom activities, students absorb knowledge more effectively. Pupils who actively participate in various activities during lessons can improve their language skills, whereas those who are less active in class will have fewer opportunities to learn the language. According to Nurdianingsih, (2021) providing teachers with strategies that are tailored to students' needs and emotional states directly impacts the success of learning.

To overcome these obstacles, using appropriate media to teach vocabulary has become increasingly vital. Media can be used as tools to increase the mass, interest, and interactivity in the learning process. According to Alqahtani (2015), instructional media can help teachers convey materials more clearly and attractively, facilitating abstract concepts easier for kids to comprehend. In the same way Wanodya (2023) stated educational media might improve motivation to learn. Students' focus can be extended and their participation in learning activities is demonstrated by the attractive looks, features, and time management of educational materials. Furthermore, Harmer (2021) explains that media can make useful contexts for vocabulary learning, enabling students to see and hear words used as in real-life situations. This contextual exposure helps learners remember and make use of vocabulary more effectively.

Alhazmi (2024) stated when vocabulary learning happens in rich, the verbal information is reinforced through dynamic visual, audio, and video can enable

students to learn vocabulary in meaningfully contextualized ways. Compared to memorizing vocabulary through fixed word lists or dictionaries, multimedia tools advertise deeper cognitive processing and integration of new words. Gilakjani (2024) emphasizes that technology-based media such as mobile applications can improve vocabulary learning by offering interactive and self-paced experiences. One example is the use of digital applications like Memrise.

Memrise is a foreign language learning application featuring an engaging and enjoyable design. Rather than concentrating solely on vocabulary acquisition, it also addresses other key aspects of language learning, including listening comprehension, pronunciation, and speaking skills, through techniques centered on memorization and repetition (Erlinda, 2024). Memrise is a language learning application built by an American company of language technologies that assists users in mastering foreign language with their Mobiles phone without the help of a teacher (Nuralisah & Kareviati, 2020). Memrise application can be a great additional tool for students who want to improve their recall of previously learned vocabulary items or who want to increase their vocabulary in the target language can choose their own learning pace by opting out of audio or rearranging tests, and they can freely choose from a variety of activities, including learning new words, classic review, speed review, listening skills, learning with locals, chatbots, and grammar bots (Hamer, 2021).

Several studies have examined the use of Memrise in vocabulary learning and its effect on students' perceptions and achievement. Pardamean (2025) The results of the research revealed a significant improvement in vocabulary skills, key features of Memrise, such as gamification, spaced repetition, and multimedia

content, have played a role in enhancing user engagement and promoting more effective learning. Rachmawati et. al (2020) also reported that students had positive perceptions of Memrise, noting that the application was easy to use, interactive, and made vocabulary learning more delightful. In this area with this, Dwi Aprizal & Wachyudi (2024) found the gamified approach, emphasis on vocabulary mastery, and positive student attitudes focus Memrise's promise in improving language skills.

Understanding students' perceptions toward learning media is essential because it reflects how learners experience and evaluate the effectiveness of teaching tools. Schunk & DiBenedetto (2021) explains that students' perceptions influence their motivation, behavior, and academic achievement. When students perceive a learning media useful, enjoyable, and easy to use, they are even more likely to interact actively and reach better learning outcomes. Therefore, investigating students' perceptions of Memrise can provide valuable insights into how technology-based media can assist them in vocabulary learning.

Based on the explanation above, it is important to investigate students' perceptions towards Memrise as media in teaching vocabulary. By understanding their perspectives, educators can determine whether this application effectively supports students' vocabulary development and whether it can be integrated into classroom activities like the study conducted by Evita Suci Dwi Nurani & Dzul Fikri (2023) The finding is students' perception toward Memrise application as media in learning vocabulary get positive perception and can assist enhance vocabulary mastery for English lesson. This study can provide useful insights for teachers, researchers, and educational practitioners to develop better strategies for teaching vocabulary through digital media. The purpose of the study is to

investigate students' perception on affective, cognitive aspect, and obstacle use Memrise app in learning vocabulary.

The majority of studies were using Memrise application to learn English vocabulary which is applied less discussed the perception on affective and cognitive that can help their learning vocabulary like the study conducted by Putri & Simanjuntak (2022), the researcher got the use of Memrise application as media in vocabulary by using observation and interview which only measured by seven components of factors that influence perception; they are feeling, learning process, expectation, attitude, attention, interest and motivation.

B. Formulation of the Problems

The researcher formulates the following research question based from the background of the study as follow

1. How do students perceive the use of Memrise application in learning vocabulary at SMAN 1 Balen?
2. What are the challenges students faces in using Memrise?

C. Objectives of the Study

Based on the research question above the researcher formulates the objective of the study, there are

1. To investigate students' perception on Memrise application in learning vocabulary.
2. To find out the challenges students face in using Memrise.

D. Significances of the study

This study is due to have several research significances such as

1. Theoretical significance

This study focuses on its contribution to the knowledge of how Memrise and other digital learning tools facilitate vocabulary development in English language learning. It offers perspectives on learners' views that can strengthen current ideas of language learning boosted by technology. Additionally, it shows how interactive media promotes self-directed and active learning. Additionally, it broadens our understanding of how mobile-assisted language learning (MALL) might be included into vocabulary education. Lastly, these results might be used as a guide by future researchers to create or improve theories on learner motivation and engagement using digital learning resources. The findings of this study can be used to inform future research on Memrise. It also provides readers with information about student's perceptions of Memrise application in vocabulary.

2. Practical significance

- a) For students; students that utilize the Memrise application as a media to present their reflective responses will find this study helpful. It is intended that utilizing memrise would improve student's motivation and enthusiasm in learning English vocabulary. It can also assist students improve vocabulary for making it easier for them Memrise words with interesting features This study emphasizes how beneficial Memrise can be as an independent learning resource, enabling learners to work on their vocabulary at their own pace anytime and anywhere, improving both retention and motivation.

- b) For teacher; this study helps teachers in comprehending students' perception regarding the Memrise application usefulness and ease of use when learning vocabulary. It can support teachers in using media so that learning is more effective and the findings may encourage the integration of digital platforms like Memrise into classroom instruction to make vocabulary learning more engaging and enjoyable.
- c) For further researcher; the finding of this study can assist the source for reference, give information and knowledge about students' perception of using Memrise and future researchers can use these findings as a basis to develop or compare other online learning platforms.

E. Definition of Terminologies

In this study, key terms are defined in a way that aligns with the specific focus of the research being examined, there are several definitions of terminologies that have to be defined by researcher.

a) Perception

Perception refers to the way individuals come to make sense of things and make meaning of their experiences using sensory input and prior knowledge (Schunk, 2014). It involves selecting, organizing, and interpreting to foster meaningful understanding (Gibson, Ivancevich, & Donnelly, 2016). According to Robbins and Judge (2018) perception refers to the process by which individuals organize and analyse their sensory

impressions measured to give meaning to their environment. According to Qiong (2017) the definition of perception in psychology, philosophy, and cognitive science is the process of achieving understanding or realization of sensory information. perception is a process of interpretation by a person towards their environment through sensory incentive, which permits individuals to understand and interact (Na'imah, 2025). In this study perception is defined as a complex mental process through which individuals interpret and give meaning to the world around them. It involves selecting, organizing, and interpreting sensory information based on one's experiences and prior knowledge, it allows individuals to understand and interact with their environment, shaping how they think, feel, and behave. In essence, perception serves as the foundation of human understanding and plays a vital role in influencing one's attitudes, decisions, and actions in daily life.

b) Memrise

Memrise is a platform designed for learning foreign languages. It was founded in 2010 by Ed Cooke, along with two colleagues, Ben Whately and Greg Detre. Accessible both as a website and a mobile application, the platform has been available for download on iOS and Android devices since 2013. What sets Memrise apart is its engaging and enjoyable design, which goes beyond simply building vocabulary to also strengthen other language skills, such as listening comprehension, pronunciation, and speaking, using techniques rooted in memorization and repetition (Erlinda, 2024). Memrise is an application that helps to learn vocabulary translations between

languages, there is also a variety of writing context provided including verbs, adjectives, nouns, adverbs and phrases (qurrotu'ain khumairo, 2025). Memrise is an online autonomous learning program with the main benefits and ease of use, developed by researchers in languages and psychology, the program is built to develop long-term memory of taught items by resort and systematic testing (Abarghoui & Taki, 2018). In this study Memrise defined as Memrise is an effective and innovative language learning platform designed to help users master foreign languages easily and enjoyably, Memrise offers access through both a website and a mobile application, making it flexible and user-friendly. This platform does not only focus on English but also provides various languages from around the world. By using interactive methods such as memorization, repetition, pronunciation practice, and contextual learning.

c) Vocabulary

Vocabulary is a set of words that someone knows familiarly. Vocabulary is generally closely related to the development of a person's age (Magfirah, 2023). Learning vocabulary is material that examines words that are different from other linguistic units such as phrases, words can stand and still have meaning, rather when it comes to vocabulary (fitriyani, 2022). Vocabulary is the foundation and crucial component that needs to be learned to understand English learning, by having many vocabularies the learners are expected to master four skills in English namely reading, writing, listening and speaking (Putri & Simanjuntak, 2022). Vocabulary is a word in language used by the people to communicate with other people without

vocabulary, we cannot say anything or we feel difficult to do it vocabulary is very important to encourage students, ability in English (Utari 2024). In this research vocabulary is defined as a collection of words and a basic component in learning English and it is not only a collection of words but also a broader aspect that includes morphemes, syllables, idioms, and other linguistic elements. Mastery of vocabulary helps learners understand and use English effectively in both spoken and written communication. Furthermore, a rich vocabulary supports the development of the four language skills like listening, speaking, reading, and writing. Therefore, vocabulary can be seen as the foundation and key to achieving success in learning English.

d) Media

media is a tool used in the teaching-learning process that can arouse interests and desires, student motivation, and can even bring psychological effect on students (Ediyani et al., 2020). According to Dewi et al. (2019) Media should be utilized to its fullest potential, as it plays a key role in boosting students' motivation to learn. Broadly speaking, learning tools can be defined as any resources that assist teachers in delivering material to students in order to achieve the intended learning objectives. In this sense, media encompasses the tools, materials, or events used to support the teaching and learning process. In the learning process, media plays a crucial role because it helps make lessons more engaging and easier to grasp. Its main function is to support learning activities, particularly by making students feel more comfortable and at ease as they learn (Lubis et al., 2023).

In this research media define as a crucial role in the teaching and learning process, it functions not only as a tool to deliver learning materials but also as a means to stimulate students' interest, motivation, and engagement in learning, media helps teachers facilitate understanding and make lessons more interactive and enjoyable and media serves as an intermediary that enables effective communication.