

# CHAPTER I

## INTRODUCTION

This chapter provides study-related information, such as research background, problem identification, research limitation, research question, research goals, and significance of the research.

### 1.1. Background of the Research

As they learn to talk, Pupils might struggle with issues like vocabulary mastery, fear, and self-confidence. The classroom is the only setting in which students can hone their speaking abilities, yet they fail to take advantage of this chance. Numerous factors contribute to this. Anxiety related to foreign languages is one of them (Galante, 2018; Passiatore et al., 2019). Pupils motivation to learn speaking abilities is influenced by the manner teachers instruct. Pupils are more interested in learning English when teachers use creativity in their instruction ((Hestika, Qalbi, and Andi Baso 2021)). Speaking skills are typically taught by most teachers using just the blackboard and markers. Here, the teacher writes something, and the pupils are asked to repeat it. This media is ineffective at encouraging pupils to speak English. Students at one of the junior high schools are dealing with this problem. In addition, it is identifiable from the pupils lack of engagement and involvement. In light of the issues that have been raised, an educator needs to be innovative and efficient in how they present the content in order to increase pupils interest in speaking lessons. A teacher must give pupils engaging and enjoyable material in order to encourage a positive learning environment.

These days, media and technology can be used to enhance the educational activity, Application for language learning are increasingly being included into classroom environments. An interactive and customized learning experience is promised by the use of technology into language instruction; however, it is still crucial to investigate the precise effects on spoken language competency. I utilized the Memrise app for this study. The Grand Master of Memory Ed Cooke and Princeton neuroscientist Greg

Detre, who focuses on memory science and forgetting, founded Memrise, an online learning tool that focuses on vocabulary development. This tool was designed for a very specific audience interested in learning more about vocabulary acquisition. As a result, any teacher who wishes to encourage their students to study vocabulary, or any student who wants to enhance their speaking and vocabulary in a simple and fun way should be included in the tool's target audience. Memrise is incredibly user-friendly. To make it easier to use and more practical, This app is available for download on the Google Play Store and the Mobile App Store. It can also be used with a website while signing in with a Google or Facebook account (Nuralisah and Kareviati 2020). There were various benefits and drawbacks to Memrise. Among the benefits were its free availability, support for multimedia (text, music, images, and video), and its user-friendly, straightforward design. The software was created to encourage learning through play and aid kids in acquiring short words, phrases, and vocabulary. Additionally, it provided an extensive language database that enabled educators to design customized courses and distribute them to learners. Memrise improved pupils' pronunciation and vocabulary, gave them points for doing tasks, and helped teachers track their development. The app is a popular option for both iOS and Android users because it can be used anywhere and at any time. New users also found it simple to register and begin using the platform. Creating word lists, decks, or courses and sharing them was easy for teachers, and the spaced-repetition tool was still free. Additionally, the app featured features for monitoring student progress, usage, and problem areas. Even with all of its benefits, Memrise has drawbacks. The credibility of the content may be in doubt because anyone could make the courses. Some features required paid "in-app" purchases or Pro editions, but many were free. The app's applicability in more general language learning scenarios was limited by its primary concentration on vocabulary memorization through flashcards. Memrise's benefits generally exceeded its drawbacks. Teachers found it to be a helpful tool for distributing curriculum-aligned teaching resources,

specifically for learning vocabulary, like classes of adjective words. Therefore, I took an effort to see how well students at the school where I would be conducting my research learned using the Memrise app.

The researcher can comprehend the challenges and issues teachers and students face when learning English based on some of the preceding talks. Thus, in order to learn and teach English speaking abilities, The Memrise app was selected by the researcher. Because Memrise is so straightforward and user-friendly, it can be used to help students improve their recall for specific words and practice speaking with native speakers and in pronunciation sessions. According to Quyyen (2022) The Memrise app provides users with a large selection of courses covering a range of vocabulary topics. Memrise is incredibly user-friendly. In order to accelerate learning and memory Use flash card repetition to help you memorize (Mardiah et al. 2022a).

Speaking plays a crucial part in communication. The spoken cycle contains speaking, particularly during the Joint Construction of Text stage (Department Pendidikan Nasional, 2004). It means that speaking is the ability to make sounds that have meaning and are understandable by others in order to establish effective conversation.

Some clusters of research exist in this field of learning media for learning English. There are the use of information, communication, and technology (ICT) as learning media ((Fathi, Alipour, and Saeedian 2018); (Walker 2015); (Deris and Shukor 2019)), flashcard as English learning media ((Fadhilawati, Ulum, and Rachmawati 2022); (Kasa 2022); (Türel and Davudova 2022)), learning media in mobile application ((Quyen n.d.); (Lei et al. 2022); (Alharbi 2021)), learning media in speaking ((Mardiah et al. 2022a); (Affandi and Syafi' 2018); (Putri n.d.)), learning media in pronunciation ((Putri n.d.); (Manullang et al. n.d.); (Aminatun and Oktaviani 2019)), learning media in vocabulary ((Nuralisah and Kareviati 2020); (Salawazo et al. 2020); (Rohim 2022)).

The earlier studies in similar fields of inquiry had certain limitations. First, Memrise is still not frequently used as a research tool that serves as a learning tool for English language studies, particularly studying speaking skills. Instead of focusing solely on vocabulary learning, research on Memrise applications should focus on all aspects of English language proficiency, including speaking abilities.

Few studies use the Memrise app to talk; most exclusively concentrate on vocabulary development while using it as a teaching tool.

Finally, the majority of earlier studies did not explain how the learning concept itself works; instead, they merely offered the Memrise application and instructed students to use it, but they never explained to them why Memrise was an effective learning aid.

## **1.2. Identification of the Issue**

The researcher developed the problem as follow in light of the background mentioned above:

1. when learning other languages, pupils feel anxious
2. pupils inadequate command of vocabulary
3. pupils lack of enthusiasm for studying English
4. less engaging teaching strategies
5. pupils speaking skill development is impacted by a lack of public speaking opportunities or speaking practice
6. the lack of enthusiasm and involvement of pupils in studying English
7. pupils don't comprehend or feel at ease with the content they are going to present
8. pupils don't care about or show interest in the content that will be covered
9. speaking ability may be impacted by daily media and technology use
10. pupils low English proficiency

The researcher identifies a number of issues that arise from pupils speaking abilities based on the aforementioned problem. When pupils struggle with the fear of learning a foreign language, anxiety becomes a significant barrier. Other significant issues that hinder speaking ability include the environment's influence on their English language learning and the lack of practice speaking the language in public. When paired with a small vocabulary, this fear hinders effectiveness and makes communication more challenging. Less engaging and traditional teaching methods cause students to be less involved and interested in learning English, which might make the classroom environment uninteresting to students. The purpose of the study is to ascertain the efficacy and speaking proficiency of the Memrise application in junior high school, grade 8.

### **1.3. Delimitations and Focus of the Problem**

It requires to establish the problem limitations in order avoid misunderstandings while the problem is being held. By using the Memrise app, this study aims to evaluate how effectively students speak English. Meanwhile, In junior high schools, pupils, particularly those in grade 8, have little speaking ability.

### **1.4. Research Questions**

Based on the background mentioned above, the research question of this study is:

1. Is there any significant effect on pupils' speaking before and after being taught using Memrise?
2. Is there a significant difference in pupils' speaking before and after being taught using Memrise?

### **1.5. Aims of the Research**

The aims of this research are focused on:

1. To explore whether there is any significant effect on pupils' speaking ability before and after being taught by using Memrise Application.

2. To explore whether there is any significant difference in pupils' speaking ability before and after they were taught using the Memrise Application.

### **1.6. Significances of the Research**

As explained in the following section, this study's findings should be useful both theoretically and practically.

#### 1) Theoretically

The researcher believes that this study has several important implications:

Theoretically, it aims to enhance pupils understanding of how to improve their speaking skills using the Memrise application. Additionally, the research aims to provide valuable experiences for eighth-grade students at junior high school.

#### 2) Practically

For pupils, Using the Memrise app aids students in developing their speaking skills. Aside from that, pupils might benefit from the following easy English learning techniques:

- 1) For researchers, the purpose of this study is to assist the researcher in strengthening their ability to teach speaking to students. The findings of this study, according to the researcher, will be useful as supplementary references for future research.
- 2) For English teachers, Teachers should make use of engaging methods and resources, including the Memrise app. Teachers must be able to create a positive classroom environment that will determine students' attention during the lesson in order to make sure that students learn in an enjoyable setting.
- 3) For students, It is expected that the results of the study will improve students' speaking skills by making the educational process more interesting and enjoyable.