



Prosiding

Seminar Nasional Inovasi pendidikan dan Pembelajaran
Fakultas Pendidikan Bahasa dan Seni
IKIP PGRI Bojonegoro

Tema "Inovasi pendidikan dan Pembelajaran di era digital untuk Pengalaman Belajar
Imersif"



Students' Perception Towards Memrise App as Medium In Learning Vocabulary

Anik Isma Oktafiani¹, Fitri Nurdianingsih², Ima Isnaini Taufiqur Rohmah³

^{1,2,3}Pendidikan Bahasa Inggris, IKIP PGRI Bojonegoro, Indonesia

anikismaoktaviani@gmail.com¹, fitri_nurdianingsih@ikippgribojonegoro.ac.id²,

isnainiima@ikippgribojonegoro.ac.id³

Abstrak – 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. Memrise is a language learning application that assists users in mastering foreign language with mobile phone without the help of a teacher, Memrise can expand students' vocabulary. The purpose of this study is to investigate students' perceptions toward the use of the Memrise application as a medium for learning English vocabulary. This research used a qualitative descriptive approach involving interviews with three eleventh-grade students. The data were analyzed using thematic analysis, focusing on cognitive, affective, and conative aspects of perception. The findings reveal that students have positive perceptions of Memrise. In the cognitive aspect, students reported that the application helps improve their vocabulary through features such as repetition, pronunciation practice in varied topics. In the affective aspect, students expressed enjoyment, increased motivation, and greater interest in learning English. In the conative aspect, students became more active and consistent in learning vocabulary, both inside and outside the classroom. Memrise as a media for learning vocabulary provides features that can assist students learn a language quickly. Features like videos, repetition, conversations, streaks, and levels engage students in learning a wide range of vocabulary.

Keywords – Perceptions, Memrise app, Vocabulary, Media

Abstrak – Kosakata merupakan komponen fundamental dalam menguasai keterampilan berbahasa, namun banyak siswa menghadapi kesulitan karena keterbatasan kosakata. Untuk mengatasi masalah ini, media pembelajaran digital dapat membantu siswa meningkatkan kosakata, seperti Memrise. Memrise adalah aplikasi pembelajaran bahasa yang membantu pengguna menguasai bahasa asing dengan ponsel tanpa bantuan guru, Memrise dapat memperluas kosakata siswa. Tujuan penelitian ini adalah untuk menyelidiki persepsi siswa terhadap penggunaan aplikasi Memrise sebagai media pembelajaran kosakata bahasa Inggris. Penelitian ini menggunakan pendekatan deskriptif kualitatif yang melibatkan wawancara dengan tiga siswa kelas sebelas. Data dianalisis menggunakan analisis tematik, dengan fokus pada aspek kognitif, afektif, dan konatif dari persepsi. Hasil penelitian menunjukkan bahwa siswa memiliki persepsi positif terhadap Memrise. Pada aspek kognitif, siswa melaporkan bahwa aplikasi tersebut membantu meningkatkan kosakata mereka melalui fitur-fitur seperti pengulangan, latihan pengucapan dalam berbagai topik. Pada aspek afektif, siswa mengungkapkan kesenangan, peningkatan motivasi, dan minat yang lebih besar dalam belajar bahasa Inggris. Pada aspek konatif, siswa menjadi lebih aktif dan konsisten dalam belajar kosakata, baik di dalam maupun di luar kelas. Memrise sebagai media pembelajaran kosakata menyediakan fitur-fitur yang dapat membantu siswa mempelajari bahasa dengan cepat. Fitur-fitur seperti video, pengulangan, percakapan, rentetan belajar, dan level melibatkan siswa dalam mempelajari berbagai macam kosakata.

INTRODUCTION

Vocabulary mastery is crucial and fundamental to the English language learning process. Students are expected to improve the four main skills of English: reading, writing, listening, and speaking, with an adequate vocabulary Putri & Simanjuntak, (2022). According to Aulia, Rohmah and Rozak (2018) English vocabulary is so diverse and rich, understanding word meaning is key to students' understanding of messages conveyed both orally and in writing. If vocabulary mastery is limited, students tend to be less active in class. This limited vocabulary is often rooted in teachers' monotonous teaching methods, which can make students feel bored. Therefore, teachers are required to design and use innovative teaching strategies and tools to motivate students to learn new vocabulary (Tyas & Nurdiawati, 2020). Most students at SMAN 1 Balen have not yet achieved an adequate level of English proficiency. Teachers believe this is due to their limited vocabulary. The students themselves admit to having difficulty understanding the meanings of words and facing pronunciation problems. In addition to the various obstacles they face, they also express a dislike for English. The teaching approaches and media used tend to be unengaging, which makes the students less enthusiastic about participating in English lessons.

According Lubis et al., (2023) the effectiveness of vocabulary teaching methods still needs improvement, this is often due to the selection of inappropriate methods or strategies. If teachers use appropriate media, students will be active in learning and students who tend to be quiet during learning will also become more active in the learning process. Rohmah (2017) stated When students participate directly in classroom activities, they acquire knowledge more effectively, students who actively participate in various activities during lessons can improve their language skills and students are less active in class will have fewer opportunities to learn the language. According to Nurdianingsih (2021) teaching strategies that are appropriate to students' needs and emotional states directly influence learning success. Teaching vocabulary is much more effective when presented in a context-rich learning environment. This environment combines verbal information with various visual,

audio, and video elements, allowing students to absorb vocabulary more deeply and relevantly (Alhazmi, 2024).

Khodashenas & Gilakjani (2024) highlight the role of technology-based media, particularly mobile applications, in enriching vocabulary learning. These applications offer interactive learning experiences and enable students to learn independently. One example of such an application is Memrise. This application, developed by an American language technology company, allows users to master a foreign language through their mobile phones without requiring direct guidance from a teacher (Nuralisah & Kareviati, 2020). Several studies have examined the use of Memrise for vocabulary learning, evaluating its impact on student perceptions and achievement. Pardamean (2025) reported that research results indicated significant improvements in vocabulary skills. Memrise's key features, such as gamification, scheduled repetition, and multimedia content, have proven effective in encouraging student participation and leading to more effective learning outcomes.

Understanding students' perceptions toward learning media is crucial because it reflects how learners experience and evaluate the effectiveness of teaching tools. According to Schunk & DiBenedetto (2021) students' perspectives impact their learning motivation, actions, and academic achievement. Bandura, (1991), through his Social Cognitive Theory, explains that a person's actions are not solely influenced by their environment, but also by the reciprocal, constantly evolving relationship between self, behavior, and the environment, known as triadic reciprocal determinism. Bandura defines self-characteristics as cognitive and emotional elements, which, along with behavioral (conative) aspects, play a crucial role in shaping how people understand and respond to situations. It is crucial to explore how students perceive Memrise as a tool for vocabulary acquisition. By understanding their perspectives, teachers can assess whether the app is effective in supporting students' vocabulary development and whether it can be integrated into classroom learning activities, in line with the findings of Evita Suci Dwi Nurani & Dzul Fikri (2023). The findings indicate that students have a positive view of the Memrise app as a vocabulary learning tool and that it can contribute to improving their vocabulary comprehension in English. This study has the potential to provide valuable insights

for teachers, researchers, and education practitioners in formulating more effective strategies for teaching vocabulary using digital media. The aim of this study was to know students' perceptions on the Memrise app as a medium in learning vocabulary.

RESEARCH METHOD

This study used a qualitative descriptive method to explore and explain students' perceptions about using Memrise for vocabulary learning at the senior high school. Kim, H, et al. (2017) explain that qualitative descriptive research is a way to describe an event as it is, with an emphasis on depiction without in-depth analysis of its meaning, thus gaining a better understanding of the topic. This approach is suitable for examining people's experiences, opinions, or attitudes toward certain phenomena. Interview were conducted with three students in grades 11-8 to gain their perception on how Memrise is used for vocabulary learning. Interviews have proven effective in collecting qualitative data through dialogue between researchers and informants, allowing for in-depth insights into participants' experiences and analysis (Taherdoost, 2022). Students were invited to share their views on their experience using the Memrise app for vocabulary learning, including improvement, motivation levels, and feelings while using Memrise.

In analysis data the process employed qualitative method, including coding procedures based on Saldana's (2016) framework. These codes are words or short phrases that capture the essence of the text or visual data, summarize its main features, and represent the essence of the information or its framework analysis. This study also employed thematic analysis to explore experiences, perspectives, or behaviors across the entire data set, referencing Michelle and Lara's (2020) framework as the analytical method. By adopting this research design, data collection method, and data analysis approach, this study provides valuable insights into students' experiences and attitudes towards using Memrise for vocabulary learning. These findings can inform recommendations for future improvements and development of the application.

FINDINGS AND DISCUSSION

The findings present the results obtained from the analysis of data collected through interviews. The researcher interviewed participants from grades XI-8 to discuss the formulated research problems and answer the research questions from the method. The following are the main findings obtained from the interviews:

A. Students perception in cognitive aspects

The students reveal that the memrise application can help them to improving their vocabulary.

Student 1: *"I think using Memrise really helps us learn foreign words that we didn't know the meaning of before."*

Student 2: *"It helps improve our vocabulary because it has many features that make learning fun."*

Student 3: *"I think Memrise helps improve our vocabulary because we learn a lot of vocabulary."*

Students reveal that memrise can improve students' vocabulary from feature in Memrise like repetition, pronunciation, levels and thousand vocabularies with different topic and they remember and understand the vocabulary they have learned after the lesson using memrise. In cognitive aspect concerns students' knowledge, understanding, and beliefs about using Memrise to learn vocabulary. The student stated that Memrise offers a wide range of vocabulary, pronunciation practice, repetition features, and explanations that helped them understand new words. Furthermore, students considered Memrise effective because the app is easy to access and organizes vocabulary by level and category. In a line with Carneiro (2014) that explains that students need to see, say, and write vocabulary repeatedly to truly master it. Memrise supports this by providing repetition practice, pronunciation practice, and interactive learning activities. Students believe that Memrise not only helps them memorize new words but also supports their vocabulary comprehension through interactive and repetitive learning activities. Memrise's repetition feature allows students to see vocabulary repeatedly, which strengthens their memory and helps them recall words more easily; repetition is crucial for vocabulary acquisition. The pronunciation feature

also helps students recognize correct word pronunciation, enabling them not only to memorize vocabulary but also to understand how to use it correctly in speaking. A wide variety of vocabulary organized by topic and level also makes learning more structured and tailored to students' needs, desires, and abilities. Students feel more confident and motivated when learning English vocabulary through Memrise.

B. Students perception in affective aspect

The students reveal that they feel happy and motivated in learning English when using memrise application.

Student 1: *"I find it fun, engaging, and more enthusiastic about learning." "I'm starting to become interested in learning English, because I think English will be very helpful for my future."*

Student 2: *"I really enjoy learning Memrise because it's so interesting and I can learn anywhere and anytime." "I'm motivated because Memrise offers a lot of vocabulary to learn."*

Student 3: *"It's fun because it has so many interesting features." "I'm more enthusiastic because it makes learning vocabulary easier."*

Memrise as media easy to use, make students interesting, they feel happy, spirited, have good attitude and more motivated in learning new vocabulary in English language. In affective aspect relates to students' feelings, motivation, interest, and attitudes toward vocabulary learning using Memrise. The result show that students expressed that learning with Memrise was fun, engaging, offered new experiences, and stimulated their motivation. This finding same with Ediyani et al. (2020) who argued that media can increase students' interest and motivation in learning. The affective aspect findings indicate that Memrise creates a positive learning environment for students. Memrise helps students feel more comfortable during the vocabulary learning process because learning activities are presented in a fun and interactive way. Students' positive feelings toward Memrise influence their willingness to actively participate in learning and reduce laziness when learning English vocabulary.

Gamification features in Memrise, such as levels, points, and repetition, attract students' interest and motivation. Al-Dosakee & Ozdamli (2021) also states that the goal of gamification in language learning is to increase students' motivation, engagement, and understanding of the learning content, thereby making the process more enjoyable and successful. These features make students feel challenged to continue learning and reach higher levels. Students have a more positive attitude toward learning English because they perceive vocabulary learning as fun, not difficult or boring. Based on student responses, Memrise can be considered an effective learning medium not only in supporting cognitive development but also in enhancing affective factors such as motivation, interest, enjoyment, and positive attitudes toward learning English vocabulary. Positive affective perceptions are important because students who are motivated and interested in learning can achieve better learning outcomes and will be more active in the learning process.

C. Students perception in connotative aspect.

The students reveal that they more active in memorizing new vocabulary when they know memrise application.

Student 1: *"Yes, because the features make it easy for me to learn new vocabulary, and I'm often given the task of taking notes on what I've learned."*

Student 2: *"I think so, because the Memrise app has lots of fun ways to memorize new vocabulary."*

Student 3: *"Yes, because Memrise lets me learn vocabulary I didn't know before, so I often actively use Memrise to learn vocabulary."*

The students always complete vocabulary exercise then they often to use Memrise every day, they use Memrise not only in class during English lessons and they be active learning vocabulary in class or outside class and one of the reason the teacher gives list homework after learning using memrise. The conative aspect relates to students' tendencies and actions after using Memrise. The results showed that students became more proactive in memorizing and using vocabulary. They frequently used Memrise not only during classroom learning but also outside of class, such as at home. Students stated that Memrise's features

motivated them to repeat vocabulary exercises and learn new words independently. Memrise supports self-directed learning because students can access materials anytime and anywhere, this line related with Zohoorian et al. (2022) who stated that Memrise offers access and flexibility that support self-directed learning for students. Furthermore, findings from the conative aspect indicate that Memrise positively influences students' learning behavior and helps them become more active in vocabulary learning. Students not only memorize vocabulary but also strive to study independently outside of class. This indicates that Memrise helps students develop the habit of independent learning. The feature of Memrise encourage students to repeatedly practice vocabulary. Through repetition and continuous practice, students become more motivated to revisit previously learned vocabulary and explore new words. This habitual practice can strengthen vocabulary retention and increase students' consistency in learning English. Furthermore, the homework and vocabulary assignments assigned by teachers after using Memrise also help students become more active in vocabulary learning.

The students show positive results when using Mermise in learning vocabulary, it can be seen in cognitive aspect most students said memrise is effective tools and can improve their vocabulary. In affective aspect most students feel Memrise is application that ease to use. They also feel happy, interesting and motivated in learning English. In connotative aspect most students more active use memrise because they like the various of the feature. The students said Memrise the best media for learning vocabulary. Munir, Rozak and Fitriyaningsih (2025) stated audiovisual media like Memrise helps overcome emotional barriers such as anxiety, boredom, and low motivation. Teachers have the ability to increase student interest and enthusiasm for learning activities.

CONCLUSION

The conclusion is students have positive perception in cognitive, affective and connotative aspect of perception when using Memrise application as media in vocabulary learning. The Memrise app, as a vocabulary education tool, offers a variety

of functions that help students absorb language efficiently. Therefore, this investigation was designed to explore students' perceptions of the Memrise app. Memrise proved to be an effective platform for developing their English vocabulary. Features such as video displays, material repetition, dialogues, a streak system, and learning levels enabled students to actively master a variety of vocabulary. Students not only gain acquire a rich vocabulary but also learn pronunciation and sentence construction using Memrise. Students not only learn Memrise at school but also frequently use it at home, thus Memrise is believed to help them learn English independently. Students enjoy using Memrise, making classroom learning less boring, and increasing their enthusiasm for learning English. Their vocabulary grows with the help of repetition and the ability to create lists of vocabulary learned after using Memrise.

ACKNOWLEDGEMENTS

Mrs. Fitri Nurdianingsih M.Pd as supervisor 1 and Mrs. Ima Isnaini Taufiqur Rohmah M.Pd as supervisor 2, for the guidance, direction, and assistance provided during the research and writing of this article. To all the students in grades XI-8 who volunteered to participate in this research, your presence was invaluable and contributed significantly to the completeness of the data obtained. To my close friends who provided support and assistance during the preparation of this article.

REFERENCE

- Al-Dosakee, K., & Ozdamli, F. (2021). Gamification in teaching and learning languages: A systematic literature review. *Revista Romaneasca Pentru Educatie Multidimensionala*, 13(2), 559–577. <https://doi.org/10.18662/rrem/13.2/436>.
- Alhazmi, K. (2024). The effect of multimedia on vocabulary learning and retention. *World Journal of English Language*, 14(6), 390–399. <https://doi.org/10.5430/wjel.v14n6p390>.
- Aulia Farida M., Rozak, R. R., & Rohmah, I. I. T. (2018). *The implementation of word wall media on improving students' English vocabulary* [Undergraduate thesis]. <https://core.ac.uk/download/pdf/293474158.pdf>.
- Bandura, A. (1991). Social cognitive theory of self-regulation. *Organizational Behavior and Human Decision Processes*, 50(2), 248–287. [https://doi.org/10.1016/0749-5978\(91\)90022-L](https://doi.org/10.1016/0749-5978(91)90022-L).
- Carneiro, R. M. O. (2014). Teaching vocabulary: Lessons from the corpus, lessons for the classroom. *Domínios de Linguagem*, 8(1). <https://doi.org/10.14393/dl15-v8n1a2014-39>.
- Ediyani, M., Hayati, U., Salwa, S., Samsul, S., Nursiah, N., & Fauzi, M. B. (2020). Study on development of learning media. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 3(2), 1336–1342. <https://doi.org/10.33258/birci.v3i2.989>.
- Khodashenas, S. F., & Gilakjani, A. P. (2024). Mobile assisted language learning: Investigating receptive and productive vocabulary knowledge of Iranian intermediate EFL learners. *Journal of Applied Linguistics Studies*, 3(2), 71–89.
- Kim, H., Sefcik, J. S., & Bradway, C. (2017). Characteristics of qualitative descriptive studies: A systematic review. *Research in Nursing & Health*, 40(1), 23–42. <https://doi.org/10.1002/nur.21768>.
- Lubis, B. N. A., Husda, A., & Zulhantiar, P. A. (2023). Memrise application as digital media skill to enrich students' English vocabulary at junior high school in Medan. *Jurnal Education and Development*, 11(1), 459–467. <https://doi.org/10.37081/ed.v11i1.4542>.
- Munir, M. S., Rozak, R. R., Nurdianingsih, F., & Inggris, P. B. (2025). *Prosiding*, 1314–1319.
- Nuralisah, A. S., & Kareviati, E. (2020). The effectiveness of using Memrise application in teaching vocabulary. *PROJECT (Professional Journal of English Education)*, 3(4), 494–500. <https://doi.org/10.22460/project.v3i4.p494-500>.
- Nurani, E. S. D., Fikri, D., & R., H. (2023). English students' perceptions of the use of Memrise application in learning English vocabulary independently. *Jurnal Penelitian, Pendidikan, dan Pembelajaran*, 18(18).
- Nurdianingsih, F. (2021). Teachers' strategies in teaching reading comprehension. *International Journal of Language Instruction*, 1(1), 19–28. <https://doi.org/10.54855/ijli.22113>.
- Pardamean, S. D. (2025). Improving English vocabulary for young learners through Memrise application. *EJEEE*, 5(1), 40–52. <https://doi.org/10.47662/ejee.v5i1.1136>.

- Putri, A., & Simanjuntak, M. N. W. (2022). Students' perception toward Memrise application as media in learning vocabulary. *ANGLO-SAXON: Jurnal Ilmiah Program Studi Pendidikan Bahasa Inggris*, 13(1), 97-105. <https://doi.org/10.33373/as.v13i1.4396>.
- Rohmah, I. (2017). Classroom interaction in English language class for students of economics education. *Arab World English Journal*, 8(2), 192-207. <https://doi.org/10.24093/awej/vol8no2.14>.
- Schunk, D. H., & DiBenedetto, M. K. (2021). Self-efficacy and human motivation. *Advances in Motivation Science*, 8, 153-179. <https://doi.org/10.1016/bs.adms.2020.10.001>.
- Taherdoost, H. (2022). How to conduct an effective interview: A guide to interview design in research study. *International Journal of Academic Research in Management (IJARM)*, 11(1), 39-51.
- Tyas, E. W., & Nurdiawati, D. (2020). The effectiveness of Memrise online application on vocabulary mastery of the tenth grade BDP students of SMK Al-Furqon Bantarkawung. *Dialektika Journal PBI*, 7(2), 159-169.
- Zohoorian, Z., Noorbakhsh, M., & Zeraatpisheh, M. (2022). EFL learners' vocabulary achievement and autonomy: Using Memrise mobile application. *Indonesian Journal of EFL and Linguistics*, 7(2), 233-247. <https://doi.org/10.21462/ijefl.v7i2.487>.