

CHAPTER I INTRODUCTION

This chapter discussed students' experiences of Memrise application use in learning vocabulary. This chapter depicted the background of the study, the scope of the study, the research question, and the purpose of the study.

1.1 Background of the Study

The effect of development in technology has been testified in all aspects of life including art, sport, education, and commerce. One of the common technologies used in this era is the smartphone. This is because smartphones immensely effective in their ability to be utilized anywhere and everywhere (Gheytsi, Azizifar, & Gowhari, 2015). Smartphones are evolving faster and affect a large of life owing to the baseline capabilities of smartphones provide, including portable devices and ubiquitous access to information through an internet connection (Ozsoy & Azmir, 2016).

Parallely, mobile device is particularly popular among the young population (Kalinic et al, 2011), especially university students. As a consequence students need easy access to mobile devices that are convenient to utilize (Cheon et al, 2012). Thus, the idea of learning through mobile devices has become a trend in the context of digital learning. This is because digital learning contributes new opportunities and is capable to improve the learning process (Kalinic et al, 2011, p. 1345).

Currently, most lecturers' language learners use digital technologies as their preference for mastering (Healey, 2018). Technology is helpful and provides many opportunities for students without limits in learning, both to interact and receive feedback in language learning because students not only can learn in a traditional classroom, but students could learn individually as well (Ahn & Lee, 2015). Nowadays, generation life is depending on technology, because they know reality or information from the internet and mobile devices (Morreale, 2013).

In line with this, it has been rapidly changing learning, communication, and even our lifestyles, especially in education to improve the quality of learning and teaching. Several merits can facilitate the learning process through mobile learning such as interactive learning, increase students' motivation, easy access, effective feedback, and help the student to get an understanding of learning materials (Walker, 2013). The use of mobile technology has extended learning opportunities, needs, and goals and effect on numerous learning activities.

The ubiquitous nature of makes mobile phones and smartphones immensely used mobile learning tools in education, including foreign language learning. Eventually, a new and more specialized form of m-learning called Mobile Assisted Language Learning (MALL) emerged. MALL is a teaching and learning methodology that utilize mobile phones or other handled devices with some form of wireless connectivity, such as phones, tablets, and others (Burston, 2014; Rodriquez, Jorge, & Cristina, 2013).

Moreover, mobile learning has become a valid approach to equip traditional teaching or learning process (Sanchez-Prieto et al. 2013). Therefore, Ducate and Lomicka (2013) revealed that mobile-assisted language learning

(MALL) has a positive effect on developing proficiency in the language. Thus, mobile devices have been implemented in some universities because the latest technology is familiar to the new generations.

Besides, as a tool for communications, the smartphone emerge diversity of applications and functions used to become an effective technique used around the world because it was accessible anywhere and anytime and has capabilities such as internet connections, and multi-media files and also allows students to learn individually (Gheytsi, Azizifar & Gowhary, 2015 & Pegnate, 2018). Mobile applications have been implemented in wide disciplines, but new emerging technology is applications for language learning in a variety of languages, particularly the English language. The number of applications had increased for many students in vocabulary acquisition. Therefore, students prefer to learn new languages or L2 using smartphones (Chen et al., 2019).

The smartphone has become device as a vital tool for mobile operating software that is utilized by many people, especially in the most developed countries. Numerous applications can be installed on smartphone devices including providing applications to learn vocabulary that possibility to practice the language and enhance languages skill such as writing, reading, speaking, and listening. Moreover, learning languages using a smartphone has become the attention of many researchers as various kinds of applications, and programs for language learning and vocabulary learning specifically.

Numerous studies point out that learning could be challenging, stressful, and anxiety-inducing (Akbari, 2015; Iaremenko, 2017; Rafek, Ramli, Iksan, Harith, & Abas, 2014). As such, involved using game-based elements presents a

motivating environment (Hanus & Fox, 2015; Kapp, 2012; Lui, 2014; Munday 2016) that can increase language accuracy and confidence (Castanida & Cho, 2016). Hence, MALL adds gamification elements to the application, because it has been shown to positively affect student behavior, commitment, and motivation (Huang & Soman, 2013).

Vocabulary knowledge has mainly an aspect of language that needs to be learned for language proficiency. Hence, a language learner faces tremendous vocabulary challenge that needs to be acquired. Learners also have to learn many aspects to attain the word, such as spoken, written forms, association, and location (Nation, 2013), to comprehend and communicate in the target language.

However, applications can be installed for students to improve and uptake vocabulary, and students could learn appropriately for students' need for diverse learning. Memrise application (Memrise app) as one the application smartphones could help students as a media in learning vocabulary (Luczak, 2017). Memrise app is a platform that primarily recalls vocabulary in a creative way such as through listening, pronouncing, spelling, and rearranging phrases. Consequently, it could build long-term memory in students. The purpose of this app is to enlarge user vocabulary effectively because this app provides an offline mode to learn, with the result that it will be easier for students to learn without a network connection that possibly encourages students to learn using the Memrise app.

Walker (2015) highlighted student perception of learning Latin vocabulary and long-term memory words using Memrise. He stated that the Memrise app is enjoyable and convenient and could be a tool for teachers in teaching vocabulary.

However, on an international scale slightly restricted because it was not able to separate learning phenomena by regular assessment, from the merits of using Memrise. In another hand, it is difficult to determine the progress of students' vocabularies because most of the students not revising the other words. As such, based on this limitation, future research to conducted studies comparing the Memrise app with other methods to discover which methods are being used and how long students will spend their time learning.

Line with Jacob and Daniel (2018), stated that previous research limited the scope for examining affective and cognitive responses among EFL majors who learned to use it outside of the classroom. Therefore, the researcher recommends future research focusing on mobile-assisted language learning to look if there is a disparity or not in the fluence between English majors and non-English majors, or comparing autonomous and classroom-oriented studies.

In the Asian context, Chau and Huong (2021) have also conducted research in Vietnam areas related to the efficiency of Memrise application in vocabulary learning of EFL students. Fathi, Alipour & Saeedian (2018), revealed that Memrise helped students to improve students vocabulary learning. But the limitation of this study is the researcher just finished their treatment in 13 weeks; it is still possible to be found different results if the researcher continues their study. For the future, the researcher suggests reassuring if the Memrise app could help students to expand their vocabulary.

In the Indonesian context, there are several studies about the Memrise app that is concerned with the improvements of students' vocabulary and the effectiveness of the Memrise app. Fadhilawati (2016) is concerned with learning

and reviewing vocabulary acquisition using the Memrise application. This study showed that Memrise is capable to increase students' vocabulary due to helping students to acquire good vocabulary achievement and effective to recall vocabulary learning. However, this study merely focuses on a similar study in another district and this study also suggests using this application as a learning media.

Likewise, the Memrise application has proven as an effective tool in vocabulary learning because it could implement anywhere and everywhere. Moreover, this app has quicker access easy to utilize, and portable mobile device (Izah, 2019). The limitation of this app needed has a good internet connection. In addition, Aminatum and Oktaviani (2019) reveal that the Memrise app assists students in learning and increasing their vocabulary because it could be accessed tightly delimited time and physical location.

In line with this, Rosydah (2018) reported about students were proficient in irregular verbs by using the Memrise application in the second grade of students in one of the schools in senior high school. This study pointed out that treatments utilizing the Memrise application to improve students' mastery of irregular verbs were effective.

Meanwhile, Nuralisah and Kareviati (2020) acknowledged that the Memrise application is an effective medium for increasing students' vocabulary because the students could easily and pleasant in the learning process particularly in memorizing words. This study is capable to be a reference in learning strategies for teachers or lecturers due to overcoming the difficulties of students in translating English words and fewer strategies in learning.

However, no one has researched the experience of students in learning vocabulary using this app. It is important to know students' experience especially for pre-service teachers or educators whether this Memrise app could become a mobile app preference for vocabulary acquisition or not. Thus, to fill this gap this study is concerned to investigate students in universities utilizing Memrise to develop their insight such as the use of the words appropriate to the context, comprehending meanings of the words, increasing listening skills, and speaking authentically like a native speaker. The interest of this app is namely flashcards are modern to maintain new vocabulary through gamification strategies to the retention and comprehend the vocabulary. Memrise app is capable to learn both inside and outside the classroom. Subsequently, students' vocabulary uptake will continue to improve.

1.2 Research Questions

Based on the focus of this study, the researcher formulated the research question, "How do the students experience vocabulary learning in (android-based) using Memrise application?"

1.3 Scope of the Study

This study focuses on the students' experience of Memrise application use in learning vocabulary. This study involved students from different disciplines exclude for EFL students. The researcher limits the broad areas to focus on the discussion problems. A researcher has determined the student's target in the learning vocabulary process to finish a couple of levels. It will be observed by checking their history to avoid biased data. This research will focus on students' personal experiences in the learning process in terms of using the Memrise app.

1.4 Purpose of the Study

Based on the research background, this study aims to investigate students' experience in the vocabulary acquisition process utilizing the Memrise application as a medium.

1.5 Significance of the Study

The discovery result of this study mainly students' experience could be expected to have several merits. Firstly, this study expected students specifically who have no background in the English language to hone their new skills. Secondly, this study will expand teacher or lecturer knowledge about students' experience in using applications and whether this application deserves to use and are helpful in the education world including the causes of students' failures in the uptake vocabularies process. The last, this study will be a reference for teachers or lecturers to process. Moreover, this study further investigates students' experience of Memrise application use in vocabulary learning that would be affecting the revolutions or strategy in the education program.

1.6 Definition of Key Terms

For this study, the used terms will be defined are as below:

1. Students experience: This study refers to what students empirical and encounters in the process of vocabulary learning by using the Memrise application as a student who is not majoring in English.
2. Memrise application: Refers to a language learning application that has different from textbook teaching, because it provides beneficial learning in a fun way and focuses on retaining vocabulary acquisition.

3. Vocabulary learning: Refers to the utilization of the words that are appropriate to the context, comprehending the meanings of the words, increasing listening skills, and speaking authentically like a native speaker.

