



The Impact of Memrise Application on Students' Speaking Skills (A Quasi-Experimental Study at Islamic junior high school)

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Abstract

The purpose of this study was to obtain empirical data on the effect of the Memrise application in improving students' speaking skills, particularly seventh-grade students at Islamic Junior High School. This study used a quasi-experimental design involving two groups: an experimental class and a control class. Both groups consisted of seventh-grade students, each with 32 participants. Data were collected through pre-tests, treatments, and post-tests. The treatment was conducted over four meeting. Statistical analysis was performed using IBM SPSS 25, including normality and homogeneity tests, independent sample t-tests, and effect size tests. The results showed that the experimental class experienced a significant increase in their speaking scores compared to the control class. This study was tested using a t-test with a p-value on the post-test of less than 0.05, indicating significant results. Therefore, the alternative hypothesis (H_a) was accepted, and the null hypothesis (H_o) was rejected. In addition, the effect size value of 1.109 indicated a strong effect, proving that the Memrise application had a significant and positive impact on the speaking skills of seventh-grade students at Islamic Junior High School.

Keywords: Speaking, Speaking skill, English as a Foreign Language, Memrise Application

Introduction

Speaking is one of the most important language skills in the English learning process. This skill not only involves the ability to pronounce words, but also includes various important components such as tone of voice, grammar, vocabulary, pronunciation, and other aspects that support effective communication. They must be taught during the English learning process to ensure that students can communicate in the target language. Speaking skill is the

most important skill for acquiring foreign or second language learning.

According to (Bohari, 2020) Speaking is one of the main goals of language learning, as it involves the capacity to communicate ideas to others in a clear and accurate manner. (Rao, 2019) emphasizes that speaking is the most important skill in learning a second or foreign language. (Brown, 2004) develops the ability to speak is important for thinking, expressing ideas, and interacting with other speakers. Speaking is the most important ability for students to communicate and express their ideas both inside and outside the classroom.

It is a productive skill that allows individuals to articulate their ideas, convey information, and express meaning to engage in interactions with others. Furthermore, speaking is interconnected with other language skills such as listening, where learners must understand spoken messages before responding, vocabulary and grammar, which support accuracy, and pronunciation, which influences intelligibility (Harmer, 2007). The objective of teaching speaking is for students to communicate effectively (Apriyanti & Ayu, 2020). Therefore, mastering speaking skills is important in shaping students' overall communication abilities, so that they can actively participate in various social and academic situations.

Students in Indonesia face several challenges when learning English, speaking being one of the most challenging aspects. (Geria, 2022) states that most EFL students in Indonesia experience difficulties in terms of opportunities, confidence, and motivation when practicing speaking skills. This is in line with the difficulties faced by first-year students at a junior high school in Lombok Tengah. Therefore, it is necessary to adjust the appropriate approach in the learning process to overcome common cases in English language learning.

Therefore, it is important for teachers to create a comfortable and supportive classroom atmosphere so that students are more motivated and braver to practice speaking in English. To overcome these challenges and create a conducive learning environment, teachers are encouraged to adopt various teaching methods and media that actively involve students and make English learning enjoyable (Yulianti & Sulistyawati, 2021).

One of the approaches that can be used in English language learning is the utilization of media in technology-based learning. According to (Hasan, 2018) the use of media in learning is part of a teaching strategy that can help students understand the material better. One effective approach that integrates technology into language learning is Mobile-Assisted Language Learning (MALL). Through MALL, learners can access language materials anytime and anywhere, supporting personalized and interactive learning (Kartika et al., 2024). One noteworthy MALL app for teaching speaking is the Memrise application.

Technological developments have brought about significant transformations in language learning through the emergence of applications such as Duolingo and Babbel, online courses, voice recognition tools, and platforms such as BBC Languages (Nurani et al., 2023). In this context, Memrise supports

the concept of flexible learning, where students can practice anytime and anywhere, thereby providing benefits for the development of students' language skills. According to (Subhan et al., 2024) said that the interactive and enjoyable use of Memrise can improve pronunciation, vocabulary, and speaking activities, making users feel more confident in communicating in the target language.

This application combines contextual vocabulary learning and real-life expressions designed to support meaningful communication (Silva & Gaya, 2024). For this reason, this application can be used in speaking practice by students. The app provides features such spaced repetition, audio-listening, speaking with AI, spelling, and rearranging words and sentences (Baniara et al., 2024). Then, one of the features in the Memrise application is a speaking practice that uses an artificial intelligence (AI)-based language partner, known as MemBot.

MemBot is designed to help users practice their speaking skills independently by providing instant feedback. This gives students the opportunity to practice speaking in a safe environment without the fear of making mistakes, giving them more confidence in using English in everyday conversation. The use of the Memrise app in English language learning has been proven to provide various benefits for students.

In a study (Mardiah et al., 2022), it was proven that the Memrise app can be a fun, easy-to-use learning medium that helps students improve their speaking skills. This medium has several benefits; both students and teachers can use it to increase engagement in classroom interactions, and so on. In addition, the results of a study by Subhan et al. (2024) state that Memrise as a technology-based learning medium can improve students' speaking skills through a technology-based interactive learning approach. Furthermore, recent findings by Wulandari et al. (2025) found that EFL students have a positive perception of Memrise in improving their academic speaking skills through gamified interactions and pronunciation exercises.

However, the research still shows some weaknesses. Most studies on Memrise in Indonesia focus more on vocabulary mastery and motivation than speaking skills. Furthermore, the effectiveness of MemBot as an AI-based speaking practice tool has not been fully explored in the context of learning English as a foreign language. Based on the explanation above, the researcher aims to explore whether the use of Memrise App can improve students' English-speaking skills.

Method

In this study, the researcher use quantitative methods, this methodological decision is influenced by the knowledge offered by (J. Creswell, 2013), who explains that quantitative is a type of research methodology that involves the use of numerical data to collect and analyze information about a particular phenomenon or problem. Researchers can collect numerically measurable data using

quantitative methods involving two different sample groups, namely the experimental class and the control class.

The main objective of this study is to evaluate the effect of using the Memrise application on students' speaking skills. For this purpose, the experimental class was given an intervention using the application as a tool to aid in their language learning process, while the control group continued to use traditional teaching methods without using the application. The population of this research is the first grade of the students at Islamic Junior High School.

The total was 64 students. Furthermore, the quasi- experimental research strategy was used for this study since it is a kind of research design in which participants are not assigned at random to treatment or control groups (Creswell, 2012). Students in the seventh grade were also chosen by the researcher to participate in this study. This study focuses on two main variables, which are the independent variable, "use of the Memrise application," and the second variable, "its potential influence on students' speaking skills." Through this quasi-experimental design, this study aims to compare the experimental and control groups.

In this study, data collection is carried out using speaking tests which will be carried out through pre-test, treatment, and post-test. Students will be given a pre-test at the beginning of the meeting, the pre-test aims to evaluate students' initial speaking ability before the application of Memrise application, while the post-test will be conducted after the treatment is completed, the treatment was conducted over four sessions. The pre-test and post-test are given to the experimental class and the control class, and both have the same test. The question of the pre-test and post- test were the same.

Both the experimental class and the control class underwent pretest and post-test with the same material. The material is self-introduction, Telling time, Expression of like and dislike, and Daily activity. Students were asked to come forward individually then students were asked to answer the questions provided by the teacher related to the material they have learned. The speaking test of students will be assessed by the English teacher themselves. Teacher used a speaking assessment guide rubric adopted from (Harris, 2009). This rubric provides a rating scale in five criteria consisting of speaking elements. The criteria are pronunciation, grammar, vocabulary, fluency, and comprehension.

IBM SPSS 25 statistics were used in this study to examine the pre-test and post-test data. The analysis was conducted to compare the difference in scores between the experimental class (which used Memrise application) and the control class (without Memrise application). The analysis aimed to determine the scores for each class, involving assessments of normality, homogeneity, and hypotheses to understand the impact of Memrise application on students' speaking abilities.

Result

This detail shows the students' sample test results. The data for this research was collected through an oral test conducted with the 7th-grade students of Islamic Junior High School. The results were used to obtain empirical evidence regarding the impact of Memrise application on students' speaking skills within this specific school setting. During the data analysis phase, the researchers used organised and appropriate methods to evaluate the collected data and determine the impact of the two research variables. After collecting the data, the analysis was performed using SPSS statistical software. The results of the Pre-Test Normality Test are shown in the table below:

Table 1. Normality test of Pre-test Score

	kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	Pre-test Experimental class	.170	32	.020	.953	32	.172
	Pre-test Control class	.135	32	.147	.946	32	.109

Based on the data presented in Table 1, a population is considered to follow a normal distribution if the significance value (α) is more significant than 0.05. Based on the Shapiro-Wilk test results shown in the table above, the pre-test data in both the experimental and control classes meet these criteria. The significance value of the pre-test test is 0.172 for the experimental class, and the control class also obtained a significant result of 0.109, which shows that both significance values are equal to or more significant than the predetermined significance level of (α) 0.05.

This indicates that the data follows a normal distribution. Therefore, the researcher can confidently conclude that the distribution of pre-test data for both classes is normal.

Table 2. The Normality test of Post-test Score

	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Post-test	Post-test Experimental class	.114	32	.200*	.958	32	.249

	Post-test Control class	.17 4	32	.015	.95 1	32	.155
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Table 4.4 shows the results of the post-test normality test. it shows that the significance value for the experimental class is 0.249, while for the control class it is 0.155. Since both values are higher than the significance level (α) of 0.05, it indicates that the data are normally distributed. Therefore, it can be concluded that the post-test data distribution in both the experimental and control classes is normal.

Table 3. The Homogeneity test result of Pre-test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Hasil Speakin g skill	Based on Mean	1.187	1	62	.280
	Based on Median	1.031	1	62	.314
	Based on Median and with adjusted df	1.031	1	61.8 77	.314
	Based on trimmed mean	1.152	1	62	.287

The pre-test results show a value of 0.280 between the experimental class and the control class. With a predetermined significance level of ($\alpha = 0.05$), if sig < 0.05, it indicates that the data is not homogeneous. The pre-test data result of 0.280 indicates that the pre-test data can be considered to have fulfilled the assumption of homogeneity of variance. In other words, there is no statistically significant difference in the pre-test scores between the experimental class and the control class.

Table 4. The Homogeneity Test result of Post-test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Hasil Speakin g	Based on Mean	.046	1	62	.830
	Based on Median	.053	1	62	.819
	Based on Median and with adjusted df	.053	1	58.9 82	.819
	Based on trimmed mean	.042	1	62	.839

Based on the data shown in Table 4.6, the significance value of the post-test results shows that between the experimental class and the control class is calculated at 0.830. With a predetermined significance level of ($\alpha = 0.05$), if sig <

0.05, it indicates that the data is not homogeneous. The pre-test data result of 0.830 is greater than 0.05, which indicates that the post-test data can be considered to have fulfilled the assumption of homogeneity of variance.

Table 5. Descriptive Statistics of Group Statistical Test Results

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experimental class	32	28	68	48.75	8.883
Post-Test Experimental class	32	56	92	71.50	10.147
Pre-Test Control class	32	36	76	50.63	9.986
Post-Test Control class	32	40	88	59.63	11.239
Valid N (listwise)	32				

In the table 5 present the pre-test and post-test results for both the experimental and control classes, each consisting of 32 students. The data shows the average score of each student taken from the pre-test and post-test scores. There was a significant difference between the two classes, with the experimental class achieved an average score of 71.50, while the control class obtained an average score of 59.63 in the post-test. These descriptive results show that the average score of the experimental class was higher than that of the control class.

However, further interpretation using an independent samples t-test is needed to determine whether the difference is statistically significant. The following table shows the results:

Table 4. 1 Independent Sample T-test

Independent Samples Test									
Levene's Test for Equality of Variances				t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
								2.677	Lower Upper
Nilai	Equal variances assumed	.046	.830	4.436	62	.000	11.875		
	Equal variances not assumed			4.436	61.364	.000	11.875	2.677	6.523 17.227

Table 4.8 explains the independent sample T-Test of the post-test obtained. The sample test resulted in a p-value or sig (2-tailed) of 0.000. Since the p-value (0.000) is lower than the specified significance level ($\alpha = 0.05$), this indicates rejection of the null hypothesis and acceptance of the alternative hypothesis. This significant result indicates that there is a statistically significant difference between the post-test scores of the experimental and control classes. In other words, the use of Memrise application has a significant and positive effect on students' speaking ability at Islamic Junior High School.

Table 4.9 Result of Effect Size

Independent Samples Effect Sizes

		Standardizer ^a	Point Estimate	95% Confidence Interval	
Result				Lower	Upper
	Cohen's d	10.707	1.109	.578	1.633
	Hedges' correction	10.839	1.096	.571	1.613
	Glass's delta	11.239	1.057	.494	1.606

a. The denominator used in estimating the effect sizes.

Cohen's d uses the pooled standard deviation.

Hedges' correction uses the pooled standard deviation, plus a correction factor.

Glass's delta uses the sample standard deviation of the control (i.e., the second) group.

This study uses Cohen's formula, which serves as the main method for measuring effect size. Effect size calculations were performed using SPSS 25. The effect size is 1.109. In other words, this falls into the category of strong influence based on Cohen's criteria. Thus, the effect size results indicate that there is a strong influence on the speaking ability of students in the experimental class using the Memrise application as a medium compared to students in the control class who did not use the Memrise application.

Discussion

The results of research on teaching through the Memrise application to improve the speaking skills of seventh-grade students at Islamic Junior High School show a positive effect on students' speaking skills. This study involved two groups, namely the experimental class and the control class, each consisting of 32 students. Data were collected using pre-tests and post-tests, with instruments in the form of speaking skills tests. The tests were conducted by giving instructions to students. Based on the pre-test results, class VII.2 was selected as the experimental class in this study because it had a lower average score than class VII.5.

This selection aimed to observe in more depth the extent to which the use of the Memrise application could contribute significantly to improving students' speaking skills. Meanwhile, class VII.5 was designated as the control group that did not receive the Memrise application treatment, so that a comparison of the results between the two groups could be made. based on the analysis data presented above, it can be concluded with certainty that the Memrise application has a significant and positive impact on students' speaking skills.

The effectiveness of Memrise can be attributed to its interactive features, as seen in the experimental class which showed significant improvement. The MemBot feature offers a simulated conversation experience with instant feedback. By providing instant feedback and monitoring progress, Memrise allows learners to evaluate their performance and adjust their learning strategies, facilitating self-regulated learning that enhances confidence (Demir, 2025). A previous study by Wulandari (2025) it was found that students prefer MemBot AI due to its interactive learning approach, which enables them to practice English conversations with virtual partners.

This feature helps students engage in dialogue practice and strengthen their

conversational skills by applying complete dialogues instead of focusing only on individual words. The spaced repetition system ensures that the vocabulary learned can be retained longer in students' memory (Kryukova et al., 2024). In addition, videos of native speakers provide students with an understanding of language use in natural contexts. This helps students understand correct pronunciation when practicing speaking.

Further, this application facilitates independent learning while providing visual and auditory stimuli that support vocabulary retention, pronunciation clarity, and increased confidence in using spoken English (Satrianto et al., 2025). According to Subhan et al. (2024) said that Memrise is a technology-based learning medium with gamification elements that provides an active speaking practice experience through pronunciation exercises, conversation simulations, and speaking challenges, making the learning process more interesting and interactive.

All these features make learning more interactive, enjoyable, and effective compared to the conventional methods used in the control class. These results are in line with the opinion of Kartika et al. (2024) that Mobile-Assisted Language Learning can increase student motivation and engagement in language learning. As stated by Trigoya et al. (2023), MALL has an ideal and effective role in English language learning for students who usually use smartphones to learn English with learning support application features. This study contributes to this field by showing that the Memrise app can serve as an effective tool for students to improve their speaking skills.

In the process of analyzing speaking skills, a significant difference was found between the experimental class and the control class. The experimental class indicated significant improvement in various aspects of oral skills, while the control group also experienced progress, but the improvement was still limited. Students in the control group continued to face several obstacles, including incorrect sentence structure, limited vocabulary, and low confidence in speaking. The positive results of this study are consistent with the results of previous research conducted by (Satrianto et al., 2025).

This study is designed to indicate that using of Memrise application significantly improves students' speaking skills. Meanwhile, Nuralisah and Kereviati (2020) indicate that the Memrise application is effective in enriching students' vocabulary, which indirectly supports their speaking skills. The Memrise application motivates students to continue practicing their English-speaking skills, with interactives features that create an environment conducive to English speaking lessons (Wulandari et al. 2025).

Based on the results of the study, it can be concluded that the application of Memrise has proven to be effective in improving the speaking skills of students at Islamic Junior High School. These findings are reinforced by the results of statistical analyses, including normality tests, homogeneity tests, t-tests, and effect size analyses. All these tests consistently indicate a significant improvement in the experimental class compared to the control class.

Conclusion

This study aims to examine the impact of the Memrise application on improving the speaking skills of seventh-grade students at Islamic Junior High School. This study uses a quasi-experimental design involving two groups, namely the experimental class and the control class. This study then used pre-tests and post-tests to measure students' speaking skills. The experimental class received treatment using the Memrise application, which resulted in higher post-test scores compared to the control class that did not receive treatment.

The independent sample test results showed a significant (2-tailed) p-value of 0.000 lower than the predetermined significance value ($\alpha = 0.05$), indicating that the alternative hypothesis (H_a) was accepted, and the null hypothesis (H_o) was rejected. These findings were supported by an analysis showing an effect size of 1.109; in other words, this is a strong effect based on Cohen's criteria describe earlier. The positive impact of the Memrise application enhances its significance as a media for educators and students in their efforts to improve English proficiency.

By utilizing the interesting and interactive features in this application, students can immerse themselves in a conducive learning environment and ultimately improve their speaking skills. These findings clearly indicate the effectiveness of the Memrise application in strengthening the speaking skills of seventh-grade students at Islamic Junior High School. Based on these findings, English teachers are recommended to implement Memrise as a supplementary learning tool to support speaking activities, particularly to improve students' pronunciation, vocabulary usage, and confidence in speaking.

Teachers are encouraged to provide clear guidance and structured practice when using the application to maximize its benefits. For future research, it is suggested that further studies involve larger sample sizes, longer treatment durations, and different educational contexts to examine the long-term effectiveness of Memrise and its impact on other language skills.

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