THE EFFECTIVENESS OF MEMRISE APPLICATION ON STUDENT'S ENGLISH WRITING IN JUNIOR HIGH SCHOOL

THESIS

By:

KHUMAIRO QURROTU'AIN

NIM. 210107110062

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND TEACHER TRAINING

UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG

2025

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2025
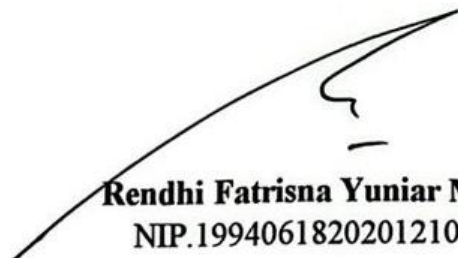
APPROVAL SHEET

THE EFFECTIVENESS OF MEMRISE APPLICATION ON STUDENT'S ENGLISH WRITING IN JUNIOR HIGH SCHOOL

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By:

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LEGITIMATION SHEET

THE EFFECTIVENESS OF MEMRISE APPLICATION ON STUDENT'S ENGLISH WRITING IN JUNIOR HIGH SCHOOL

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by:

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Has been defended in front of the board of examiners at the date of (April 29th 2025) and declared PASS.
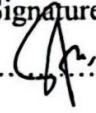
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Malang, April 16th , 2025

Matter   : Thesis of Khumairo Qurrotu'ain

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To the Dean of Faculty of Education and Teacher Training

Maulana Malik Ibrahim State Islamic University of Malang

In Malang

Assalamu'alaikum Wr. Wb.

After conducting several times of guidance in terms of content, language, writing techniques and after reading the student' thesis as follow:

    Name   : Khumairo Qurrotu' ain

    Student ID Number : 210107110062

    Department   : English Education

    Thesis   : The Effectiveness of Memrise Application on Student's English Writing in Junior High School

Therefore, we believe that the thesis of Shofia Kamal has been approved by the advisor for the further approval by the board of examiners.

Wassalamu'alaikum Wr. Wb.

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APPROVAL

This is to certify that the thesis of Khumairo Qurrotu' ain has been approved by the advisor for further approval by the board of examiners.

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DECLARATION OF AUTHORSHIP

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
3. Should it later be found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang, April 16th , 2025

The Researcher,

Khumairo Qurrotu' ain

NIM. 210107110062

MOTTO

"Quiet minds, loud impacts"

DEDICATION

I dedicate this thesis with love to my father Moh. Qurnaini, my mother Yuliya, and my younger brother M. Izzuddin Akmal whose sacrifices and never-ending support have been my source of strength. Your love is the light that guides me through the darkest nights. I also dedicate this thesis to Sir Rendhi Fatrisna Yuniar M.Pd, who believed in me even when I doubted myself. Your wisdom and encouragement have not only shaped this thesis, but also shaped who I have become. I also dedicate this thesis to my friends, who have always been there for me with laughter and kindness when the journey seemed too long. Lastly, to myself for not giving up when the going got tough, for holding on when it would have been easier to let go, and for turning dreams into reality, one step at a time.

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Praise be to Allah SWT, whose grace and guidance help the researcher to complete the final assignment entitled " The Effectiveness of Memrise Application on Student's English Writing in Junior High School. " May prayers and greetings always be poured out upon the Prophet Muhammad SAW, as a perfect role model in terms of sincerity, wisdom, and compassion.

The completion of this final assignment would not have been possible without the help, encouragement, and prayers of many parties. Through this gratitude, the researcher would like to express her deepest appreciation and gratitude to all parties who have contributed directly or indirectly during this research journey. With all humility, the researcher would like to express her deepest gratitude to:

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I am fully aware that this thesis is far from perfect. Therefore, I truly welcome any suggestions and constructive feedback. Hopefully, this work can bring benefit and insight to the readers, and serve as a valuable learning experience for me personally.

Malang, April 16th, 2025
The Researcher,

Khumairo Qurrotu' ain

LATIN ARABIC TRANSLITERATION GUIDE

Based on the collective decision of the Minister of Religious Affairs of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987, it has been decided that the Arabic-Latin transliteration guidelines used in this thesis are as follows:

A.   **Words**

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ص	= sh	م	= m
ج	= j	ض	= dl	ن	= n
ح	= <u>h</u>	ط	= th	و	= w
خ	= Kh	ظ	= zh	ه	= h
د	= d	ع	= '	ء	= '
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

B. Long Vocal

Long Vocal (a)	= âa
Long Vocal (i)	= î
Long Vocal (u)	= ûu

C. Dipthong Vocal

أَو	= aw
أَي	= ay
أُو	= ŭu
إِي	= î

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ABSTRACT

Qurrotu' ain, K. 2025. The Effectiveness of Memrise Application on Student's English Writing in Junior High School. Thesis. English Education Department. Faculty of Tarbiyah and Teacher Training. Maulana Malik Ibrahim State Islamic University Malang.
Advisor: Rendhi Fatrisna Yuniar, M.Pd

Keywords: Memrise, Writing Skills, Descriptive Text, Junior High School, Educational Technology.

Indonesian students face various challenges in writing English, especially when composing descriptive texts due to limited vocabulary and low motivation. This study aims at test the effectiveness of the Memrise application in improving students' writing skills in descriptive texts. This study was conducted at SMP Namira, Probolinggo City using a quasi-experimental design with a nonequivalent control group design. This study involved two classes: an experimental class, which used the Memrise application in learning, and a control class, which used quasi experimental methods.

The results showed that the use of Memrise helped students improving their vocabulary, sentence structure, and writing organization. After conducting validity, reliability, normality, and homogeneity tests, it was found that the data met statistical requirements. Hypothesis testing showed that there was a significant difference in students' writing achievement between the experimental and control groups, concluding that Memrise was effective in improving writing performance.

Based on these findings, it is recommended for English teachers to utilize the Memrise application as a learning medium to support students' vocabulary and writing development. Future researchers are encouraged to explore the use of Memrise in other English language skills or different educational level.

ABSTRAK

Qurrotu' ain, K. 2025. Pengaruh Aplikasi Memrise terhadap Kemampuan Menulis Bahasa Inggris Siswa di Sekolah Menengah Pertama. Skripsi. Jurusan Tadris Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang.
Pembimbing : Rendhi Fatrisna Yuniar, M.Pd

Kata Kunci: Memrise, Keterampilan Menulis, Teks Deskriptif, Sekolah Menengah Pertama, Teknologi Pendidikan.

Siswa Indonesia menghadapi berbagai tantangan dalam menulis Bahasa Inggris, terutama saat menyusun teks deskriptif karena keterbatasan kosakata dan motivasi yang rendah. Penelitian ini bertujuan untuk menguji efektivitas aplikasi Memrise dalam meningkatkan keterampilan menulis siswa dalam teks deskriptif. Penelitian ini dilakukan di SMP Namira Kota Probolinggo dengan menggunakan desain quasi-eksperimental dengan desain kelompok kontrol nonequivalent. Penelitian ini melibatkan dua kelas: kelas eksperimen, yang menggunakan aplikasi Memrise dalam pembelajaran, dan kelas kontrol, yang menggunakan metode quasi experimental.

Hasil penelitian menunjukkan bahwa penggunaan Memrise membantu siswa meningkatkan kosakata, struktur kalimat, dan organisasi tulisan mereka. Setelah melakukan uji validitas, reliabilitas, normalitas, dan homogenitas, ditemukan bahwa data memenuhi persyaratan statistik. Uji hipotesis menunjukkan bahwa ada perbedaan yang signifikan dalam prestasi menulis siswa antara kelompok eksperimen dan kontrol, menyimpulkan bahwa Memrise efektif dalam meningkatkan kinerja menulis.

Berdasarkan temuan tersebut, direkomendasikan bagi guru Bahasa Inggris untuk memanfaatkan aplikasi Memrise sebagai media pembelajaran untuk mendukung pengembangan kosakata dan tulisan siswa. Peneliti masa depan didorong untuk mengeksplorasi penggunaan Memrise dalam keterampilan bahasa Inggris lainnya atau level pendidikan yang berbeda.

خلاصة

على قدرة كتابة الطلاب باللغة الإنجليزية في المدرسة المدرسة Memrise قرة عين ، ك. 2025. تأثير تطبيق الاعدادية . أُطرُوحَة . رئيسي كلية تدريس اللغة الإنجليزية معرفة التربية والتعليم . جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج.

مشرف : رندي فاتريسنا يونيار ، م.ب.د.

الكلمات المفتاحية : Memrise، المدرسة المدرسة المتوسطة ، النص الوصفي ، مهارات الكتابة ، التكنولوجيا التعليمية .

يواجه الطلاب الإندونيسيون متنوع تحدي في الكتابة باللغة الإنجليزية ، وخاصة عندما كتابة نص في Memrise وصفي لأن القيود انخفاض المفردات والدافعية . تهدف هذه الدراسة إلى اختبار فعالية تطبيق تحسين مهارات الكتابة لدى الطلاب في النصوص الوصفية . تم إجراء هذا البحث في مدرسة ناميرا المتوسطة، مدينة بروبولينجو . باستخدام تصميم شبه تجريبي مع تصميم مجموعة التحكم غير المتكافئة في التعلم ، وفئة التحكم Memrise شملت هذه الدراسة فصلين دراسيين :فصل تجريبي ، استخدم تطبيق والتي تستخدم الأساليب التقليدية .

ساعد الطلاب على التحسن المفردات والبنية الجمل Memrise أظهرت نتائج الدراسة أن استخدام وتنظيم كتابتها . وبعد إجراء اختبارات الصدق والثبات والتوزيع الطبيعي والتجانس تبين أن أن البيانات تلبي حالة إحصائيات . يظهر اختبار الفرضيات أن هنالك فرق كبير في أداء كتابة الطلاب بين المجموعتين فعال في يزيد يكتب Memrise التجريبية والضابطة ، وخلصت إلى أن أداء .

Memrise مرتكز على النتائج كما ذكر فإنه يوصى للمعلمين باللغة الإنجليزية لاستخدام تطبيق كوسيلة تعليمية لدعم تطوير مفردات الطلاب وكتاباتهم .يتم تشجيع الباحثين في المستقبل على استكشاف في مهارات اللغة . إنجليزي آخر أو سياق تعليم مختلف Memrise استخدام ..

CHAPTER I

INTRODUCTION

Chapter 1 serves as the introduction to the study. It includes the background of the research, the research question, the objective of the study, the scope and limitations, the significance of the research, and the definitions of key terms.

1.1. Background of the Study

One of the language skills that must be learned is writing. Writing is the ability to communicate messages, information, ideas or thoughts to other people in written form. Writing correctly in English is still a challenge for some Indonesians because the foreign language has a different writing system from the mother language. Apart from that, writing involves the hands, eyes and intelligence at the same time which indirectly helps students' learning (Aryuntini et al., 2018). This aligns with the concept highlighted in Surah Al-'Alaq (96:4-5):

<div dir="rtl">

ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ، عَلَّمَ ٱلْإِنسَـٰنَ مَا لَمْ يَعْلَمْ

</div>

"[He] who taught by the pen, taught man that which he knew not."

The verse emphasizes the importance of education and its tools, such as the pen, which symbolizes the process of learning and acquiring knowledge. However, students must strive to learn a variety of skills, including spelling, word organization, sentence structure, and higher order skills, so writing is not a natural talent (Nalliveettil & Mahasneh, 2017). Therefore, the topic of what factors are important to encourage writing activities should be discussed. Along

1

with the importance of writing skills that involve many aspects, students must also understand the various types of texts taught in schools.

Students should be taught a variety of text styles in the classroom, including procedural, descriptive, recount, narrative, and many others (Husna & Yuliani, 2021). From this type of text, descriptive text is one type of text taught in junior high school and senior high schools which aims to provides a clear explanation to the reader accompanied by a description of a person, animal, item, or place to give them some background knowledge and understanding of the topic being discussed (Suminar & Putri, 2018). From the various types of text, researcher focuses on descriptive texts that explain about family. However, in practice, students often face various difficulties when writing descriptive texts.

Some problems arise for students when they write descriptive texts. Mena and Saputri (2018) found that some of the problems faced by students when writing descriptive texts include limited vocabulary and poor grammar. According to Farooq (2012), spelling is the part of recognizing words in written and spoken form. There are many difficulties that have been experienced by the students above, a similar thing also happened to class VIII students at SMP Namira Kota Probolinggo. Researcher interviewed English teachers at SMP Namira Kota Probolinggo and found that student's motivation to write is still low, English is not used in everyday language, students have low writing ability, students find English is difficult, students have difficulty in writing because student lack vocabulary, English lessons last only two hours a week, with one hour lasting only forty minutes, students have very little time, and if the teacher gives homework, only a small percentage of students complete it. Additionally,

a teacher needs to come up with engaging ways to develop a new atmosphere where students can learn English language in a fun and comfortable way, such as using media.

One way that can increase student's interest in learning is through the use of media. Hasanah Lubis et al. (2023) claim that media use may increase motivation for learning and writing improvement. Media can be an additional tool that is often used in teacher-centered teaching (Ulum at.al, 2024). There are several kinds of media available, like audio, visual, video, and text. English teachers need to be more creative in creating interesting teaching methods and various tools to help students improving their writing. To help students face writing challenges, teachers must also use innovative techniques or media. Therefore, by combining creative media and techniques, students' motivation can be increased and their writing skills improved.

Creative and technology-based learning media serve as effective tools for teachers to convey educational material to students. To create fun writing learning, educators should choose learning procedures that are innovative, interesting and not boring. If the teacher pay attention, currently many new applications are emerging that can be easily downloaded for free via cellphone on the Google Play Store. These learning tools include Duolingo, Drops Learn English, Busuu, BBC Learning English, Memrise, and many others. Learning a language is made easier with the Duolingo app, which uses gamification tactics to deliver written and audio tutorials (Tim, 2021). Another media can be used is BBC Learning English which has a feature called mini daily learning which allows users to learn English grammar and vocabulary in a short time, suitable

for people who want to do it every day (Team B.L.E., 2021). Lastly, Memrise is a teaching program that uses mnemonic devices and flash cards to help students learn other languages, that is why the researcher is more interested in using it.

Memrise is a game that can be played by the whole class to help students learn and refresh vocabulary ideas as it helps students remembering new words and their definitions through repetition. This is because repetition helps students recall new terms and their definitions. Students' writing skills and their vocabulary mastery are strongly, significantly, and favorably correlated (Somantri et al. 2020). It can be concluded that the reason why vocabulary for writing is so important is because when writing, students must have the basic terms of the language ready in their minds.

Ed Cooke, a Grand Master of Memory, Ben Whately, and Greg Detre, a Princeton neurologist who focuses on memory and forgetting, created Memrise in 2005 and released it in 2013,(Karjo and Andriani, 2018). There are various reasons why researcher uses the Memrise application to know the differences in their writing skills. First, it is a good idea to use the Memrise application as an introduction to vocabulary in a fun way before students start writing. According to Hutabarat (2019), this can stimulate students' interest and motivate them to engage with the subject matter being taught. Second, Memrise offers a variety of topics with varying vocabulary, so students do not get bored. Third, some students feel pleasure in playing the Memrise application which can relate to the living environment and the material being taught. Portuguese, Chinese, Arabic, Dutch, Indonesian, Italian, Polish, Korean, Japanese, German,

Russian, Chinese, Vietnamese, and Swedish are among the 25 languages in which the program offers more than 150 language classes.

Previous relevant research was conducted by Taebenu and Katemba (2021), who evaluate the effects of Memrise and Google Classroom in improving vocabulary results and compare the vocabulary growth of male and female students. Forty students from Kalam Kudus III Christian High School, Jakarta were used as research subjects. This research applies a comparative approach with quantitative research methodology. It is suggested that upcoming studies investigate the impact of using Memrise and Google Classroom on vocabulary growth in various educational settings or with different age groups, according to the suggestions made.

The second relevant studies conducted by Nuralisah and Kareviati (2020), which aims to find out how well the Memrise application works in vocabulary learning for seventh grade students. The research subjects are 38 class VII students at SMPN 1 Cililin, 28 men and 10 women. This study employs a descriptive-qualitative approach., namely data collection through pre-test and post-test as interviews based on answers to questionnaires distributed.

The next is research conducted by Santri (2020), entitled "The Effectiveness of Memrise Application to Upgrade Students' Vocabulary Mastery at the Second Grade of MA DDI Kanang," the research aims to determine how well Memrise supports vocabulary development. Conducted with 58 second-grade students from MA DDI Kanang, Using a one-group pre-test and post-test technique, the study employs a pre-experimental design to evaluate how the Memrise program affects students' vocabulary mastery.

Based on previous research using the Memrise application, it is proven that this application is effective in developing student interest and motivation even though it uses different research methods. However, the similarity of previous studies is their emphasis on enhancing students' vocabulary abilities by utilizing the Memrise application. There are important differences that distinguish this study from previous studies. This study offers something new by changing the context of Memrise use which initially focused on vocabulary mastery to developing writing skills. Moreover, this research was carried out in a different location in which involving a homogeneous classroom environment, thus providing variation and new contexts in English learning in high schools. Through the use of Memrise to enhance students' writing skills, this study explores how far students can benefit from this application when writing descriptive text. The use of application-based learning technologies is novelty in this study, which was used directly in the context of writing, not just for vocabulary learning.

Through the use of applications, this study used the creation of more efficient writing instruction techniques, while providing practical guidance for teachers in integrating technology into writing classes. The researcher chose to use this application because the researcher feels that students will not be able to start writing if they do not know the basic that will be used. In this study, the researcher also uses a quasi-experimental quantitative method. Therefore, the researcher is interested in conducting a study entitled: " The Effectiveness of Memrise Application on Student's English Writing in Junior High School" which aims to determine how effective the Memrise application is in developing

descriptive text writing skills of class VIII students of SMP Namira Kota Probolinggo.

1.2. Research Question

This research explored how well second grade students at SMP Namira Kota Probolinggo on their English writing skills using the Memrise application. Learning apps like Memrise have gained popularity as useful resource for improving students' writing proficiency as technology and digitalization in education advances. Therefore, the main question of this research based on the background explained previously as follows:

1. How effective is the Memrise application on writing skills of second grade students at SMP Namira Kota Probolinggo?

1.3. Research Objective

The aim of this research, as stated in the research question, is to find out if there is a statistically significant difference in students' writing scores before and after using the Memrise application. This is done to support the following idea:

1. To find out the effectiveness of the Memrise application on writing skill of students in the second grade at SMP Namira Kota Probolinggo.

1.4. Scope and Limitation of the Study

This study was designed to show and overcome the problem of students' limited vocabulary in English so that students experience difficulties in writing. The primary aim of this study was to find out how students who struggle with writing vocabulary mastery could benefit from using the Memrise application.

Many vocabulary subjects could be studied with the Memrise application. Therefore, the researcher followed these steps to reduce the scope of this research: this researcher specifically focused on the vocabulary presented in the Memrise application under the "Relationships" theme with the subjects "Family" and "Family Members." The researcher also chose the material "Descriptive Text" as the to focus of student learning by describing the family. Research participants consisted of second-grade students in 8A and 8B consist of 59-60 students at SMP Namira Kota Probolinggo for the 2024/2025 academic year.

1.5. Significance of the Study

This research provided insight into how well the Memrise application functions in improving students' writing skills by analyzing the difference between students' pre-test and post-test scores after using the application in class. With this, students could use the Memrise application on their devices to enjoy learning English easily and happily. The researcher also believed that future research, educators, and students will benefit from this study.

1) Students

It is hoped that the findings of this study will be beneficial for students, encouraging them to enjoy learning English using the Memrise app on their devices. Additionally, the results are expected to support students in enhancing their writing abilities.

2) Teacher

The results of this research should inform educators that there are various educational tools available that are effective in learning. It is expected that teachers will refine their teaching methods for writing in the classroom and motivate students' engagement.

3) Future Research

Researchers who are interested in teaching writing at the high school level by using the Memrise application may use this study as a source of preliminary data for their own research.

1.6. Definition of the Key Terms

Understanding and identifying the main terms used in this research is important before discussing the details of the research. A better perspective and foundation for understanding the results and subsequent discussion emerged from knowing these words. There are several key words that need to be defined by researcher:

1. Writing Mastery

Writing mastery refers to the level of a student's ability to write effectively and clearly in a specific type of text — in this case, descriptive paragraphs. It includes a deep understanding of appropriate writing structure and style, as well as the ability to convey ideas clearly and persuasively within that form. Writing mastery in descriptive paragraphs not only involves correct grammar and spelling, but also skills in organizing vocabulary and structuring ideas logically. This kind of mastery is essential

for effective communication, allowing students to express detailed descriptions that inform or engage the reader.

2. **Memrise**

Memrise is an application that helps to learn vocabulary translations between languages. There are several themes and material topics available in this program that can be studied every day. Apart from that, there is also a variety of writing context provided, including verbs, adjectives, nouns, adverbs and phrases. To simplify and make the use of this application more convenient, it can be downloaded from the Play Store or the App Store. Alternatively, users can access it through the website and log in using their Google or Facebook accounts.

3. **Junior High School**

Junior High School refers to an educational level that typically includes grades 7 to 9 and is intended for students aged approximately 12 to 15 years old. Here, they begin to study core subjects such as Mathematics, Science, English, and Social Studies, while also being able to choose additional subjects such as art, music, or technology according to their interests. This Junior High School is called SMP Namira Kota Probolinggo because it is a technology-based school and is under the supervision of the Indonesian Ministry of National Education.

CHAPTER II

LITERATURE REVIEW

This literature review is intended to examine key theories relevant to the ongoing research. It helps the author better understand and analyze the data collected. The researcher will also provide an overview of the concepts to show the relationship between these ideas and the factors studied, as well as to outline the research framework.

2.1 Writing

2.1.1 Definition of writing

According to Hyland (2004), writing is a means of communicating a person's meaning. This means that writing can be used as a way of communicating. By writing, someone can convey the feelings they are feeling, whether happy or sad. Writing is not just about writing sentences but is an activity of producing text in a context. As a result, writing is a communicative act and a tool to interact with an audience.

Effective communication is necessary because people have to organize their ideas in such a way that the audience can understand them. Therefore, writing should be cohesive and logical. Celce and Murcia (2000) said, writing is "the ability to express one's ideas in written form is a second or foreign language". It involves the grammar, vocabulary, and language structure of another language. This can include the ability to recognize the writing models of other languages. Therefore, a process of practice and in-depth understanding is needed.

According to Cornbleet and Carter (2001) written texts of all kinds from grocery lists to scholarly essays are all around us every day even though we don't read them. This shows that writing is a part of our daily lives. Even though we indirectly see and read it. Writing is also an element that we often ignore but always plays an important role in everyday life.

Based on the statement above, it can be concluded that writing is a crucial means of communication, whether in a first language or in a second or foreign language. Writing involves more than just putting words together, it's about expressing ideas clearly and meaningfully so they can be understood by the audience. It takes effort and dedication. When writing, we must create words, phrases, sentences, and paragraphs all at once.

2.1.2 Types of Writing

Different types of writing, Kane (1998) provides the following definitions of writing types for this section:

1) Exposition

Exposition is writing that uses several paragraphs to describe a topic of discussion. The category used is nonfiction which provides an explanation of data or knowledge. Written explanatory texts are based on real world events. Thus, when reading the paragraph, the reader will gain some knowledge about the subject matter. Then, it was discovered that this writing had sentences that captivated the

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reader. In other words, a reader can be moved to follow or take action on whatever is explained in the text.

2) Description

Text description is a sensory experience. How something feels, sounds, and looks. When describing objects, descriptive writing aims to give the audience the impression that they feel the emotional and physical qualities of the text. Although most descriptions focus on visual experience, they also discuss other forms of perception. Training the reader's imagination is the goal of descriptive writing. In descriptive text, things such as people, places, incidents, events, atmosphere, and other things can be explained.

3) Narration

Narrative is a type of paragraph development used in essays and papers that tells a series of events from beginning to end, one after another. By using imagination and creativity, readers are expected to be able to understand the contents of the story more clearly after reading this text.

4) Persuasive

Persuasion means inviting, persuading, or commanding. In accordance with the intended meaning, this text also contains commands, invitations, and attempts to persuade readers to act in accordance with what the author wants to convey. Persuasion texts are also included in subjective texts. The reason is because the

content of the text is purely based on the author's personal views on a topic.

5) Argumentation

An argumentative paragraph is a paragraph that presents arguments, justifications, and examples of real events to convince readers to accept the truth of the problem. Arguments from previous research are used in this text. As a result, readers become more confident in the author's point of view or position.

In writing, there are various types of paragraphs such as expository, descriptive, narrative, persuasive, and argumentative. Each type has its own unique features, purposes, and structural elements. These types have many roles in communication, from providing information and explanations to persuading and telling stories. However, the main focus of this research is on descriptive writing, which seeks to explain a subject well so that readers can imagine and experience it through the use of specific language.

2.1.3 Process of Writing

One way to evaluate students' creativity and ability to communicate their ideas is to focus more on the writing process. Because writing includes several stages that often repeat and may change sequentially, It is essential for students to understand the steps involved in the writing process. However, a text must still be arranged coherently.

Harmer (2004) states that the steps a writer takes to create finished work are known as the writing process. Nevertheless, he mentioned that

the writing process consists of four stages. There are several processes for writing well, and he defines the writing process as follows:

1) Planning

At this stage, students plan and decide what they will write. Before starting to write, the writer tries to collect information and ideas by making notes or planning. When planning, the author has considered what is required before writing it on paper. A writer must think about three main problems, namely the purpose of writing, thinking about the intended audience and choosing formal or informal language, inserting and ordering the ideas, notions and arguments that have been decided and will be expressed in writing.

2) Drafting

Drafting is a design process that involves gathering and creating ongoing writing techniques to organize the data gathered during planning into a single section. In this hold, the writer notes down thoughts about the subject matter without focusing on errors.

3) Editing (reflecting and revising)

Once the writer has produced a draft, they review the writing from start to finish to identify which parts are effective and which are not. There may be issues with the flow or clarity of information. The process of reflection or revision is often done by readers or editors who give feedback and suggestions. Their input helps the writer improve the content. Revision also involves re-evaluating what has already been written.

4) Final version

   After the editing process, the author modifies his writing. After going through various stages, the final procedure may change from the initial design. Because each of these procedures is necessary to produce quality writing, they cannot be separated.

Picture 1 wheel writer's method by Harmer (2006)

   This wheel describes the writer's method of putting his thoughts into words. The writing process is represented as a wheel, highlighting the repetition of the process. This means writers are free to reorganize, replan, and reedit as they write. This process will continue until the author produces the final draft of his work. The writing process includes four key stages: planning, drafting, revising, and producing the final version. The effectiveness of this process can be seen in the quality of the final written work.

   In short, writing is more than just putting words on paper. The success of writing itself depends on several kinds of procedures that are included in the process. The previous procedures can serve as a guide for self-improvement as a writer.

2.2 Memrise Application (Free Online Learning Tool)

2.2.1   Definition of Memrise Application

Memrise is an online and mobile teaching application for learning a variety of courses (Luczak, 2017). The Memrise app helps students learn languages by teaching foreign languages through flashcards and mnemonic devices, as well as helping them retain knowledge from other subjects including arithmetic, geography, law, and English. Memrise is an app for learning languages that is the opposite of learning from textbooks because it makes learning fun and efficient (Accessed: January 17, 2022). Memrise was developed in 2010 by Grand Master of Memory Ed Cooke, Ben Whately, and Princeton neuroscientist Greg Detre, who specializes in memory and forgetting. The website was first launched in 2013.

Memrise is a free online learning tool for students who are familiar with the drill feature on Android and iOS. Similar to Drill, Memrise uses flashcards, presenting words and translations, offering some easy-to-remember words in the form of short phrases or rhymes. The app maximizes memory storage capacity, they keep information organized and accessible on demand, thus encouraging healthy competition.

Memrise has had fast growth, with 60 million users in 189 countries using it for language learning. The program offers over 150 language lessons in 25 languages, including English, Korean, French, Spanish, Japanese, German, Russian, Mandarin, Vietnamese, Portuguese, Swedish, Norwegian, Danish, Arabic, Dutch, Indonesian, Italian, Polish,

and Turkish. Persuade individuals to utilize Memrise is another of its mottos. The slogan of the application is "Unleash your learning superpower".

2.2.2 Categories of Memrise

The Memrise app provides a range of categories for users to explore and learn about different topics, such as:

1) Art and Literature

Architects, artists, designers, fashion designers, filmmakers, writers, musicians, theater directors, and philosophers are among the many topics covered in this area of courses.

2) Math and Science

Vocabulary courses in math and science cover subjects such as biology, chemistry, earth science, economics, engineering, health, physics, and psychology.

3) Natural World

Users can learn language related to themes like animals, astronomy, plants, fruits, and stars in this area.

4) History and Geography

This category includes vocabulary associated with capitals, civics, historical events, geography, religions, national flags, and political topics.

5) Memory Training

The services include in this category include Playing Card System, Number System, and Memory about Places. By employing

the mnemonic strategy, it enables language learners to quickly retain a large vocabulary in an enjoyable manner.

6) Professional and Career

This subcategory covers a wide range of specialized fields, such as business and finance, computing and engineering, legal studies, medicine, and healthcare.

7) Standardized Test

Today, mastering the vocabulary for multiple tests—including the Advanced Placement Test, the TOEFL test, college admission, graduate school, and others is simple because this category offers numerous courses that assist learners in doing just that. So that before taking the test, students can adequately prepare.

8) Trivia

Trivia is divided into various subcategories such as art, music, literature, cuisine, miscellaneous topics, history, geography, sports and recreation, science and nature, notable individuals, sociology, and hobo symbols.

9) Entertainment

This category offers subcategories such as board games, yoga, Pokemon, and other terms related to the entertainment lexicon. The software offers a variety of categories for users to choose from, and through a process called crowd sourcing, several Memrise app users have created courses within each topic area. In addition, the Memrise app has specific vocabulary words related to a particular topic.

Students or users need to acquire and master 20 vocabulary words at each level.

2.2.3 The Advantage of Memrise

There are several benefits or advantages according to Zohoorian et al., (2022) of Memrise application as a learning media in the classroom. The advantages of this application are divided into 5 sub-themes, namely: Motivation, Visualization, Accessibility, Efficiency, Ease of use.

1) Motivation

Memrise application can motivate because Memrise application has high accessibility and its visualization is acceptable, making Memrise application motivating and fun.

2) Visualization

When EFL students utilize mobile phones to learn vocabulary, they can access Memrise's online resources and assessments, which greatly support and enhance their learning process. This proves that in terms of visualizing new vocabulary, this application is more effective than books.

3) Accessibility

Memrise application is useful in terms of accessibility of materials anywhere and anytime. For example, students can use this application during their free time. Because mobile phones are lightweight devices, students can also use them in bed.

4) Efficiency

Using the Memrise application in terms of pronunciation can save time and no need to check the dictionary for correct pronunciation

5) Ease to Use

Memrise is a very easy-to-use learning application, with user-friendly, suitable for both beginners and experienced users. This application offers well-structured learning, using interactive methods such as quizzes and games that make the learning process fun. With the spaced repetition feature, Memrise helps users remember information in the long term.

2.2.4 The Disadvantage of Memrise

Besides some of the advantages of Memrise application, there are also disadvantages in using this application. Among others:

1) One limitation of Memrise is its reliance on an internet connection to download content and to access certain features, such as online testing. So, if the reader want to use the Memrise application, the reader must ensure that you are connected to a cellular or wifi network.

2) The screen size is small and there are limitations in battery life and memory size. This also causes disturbances in eye health.

3) High mobile storage usage by the Memrise app.

2.2.5 The Procedures of Using Memrise Application
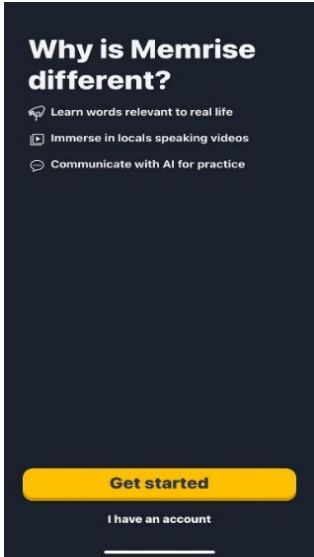
In Order to start using Memrise:

1) Install the application or access it via website

   Students can download it in their Android or iOS devices from Google Play or App Store. They also can access it via browser at www.Memrise.com

2) Creating an account by signing up

   Before creating an account, make sure students already have the Memrise application. After the application is successfully installed and can be opened, students can select "Get Started". Then choose which language to learn in the Memrise application. After choosing the language, students create an account or they can choose an Apple, Google, or Facebook account username. It is better if students create a profile since their progress will be maintained if they change devices.

Step of Memrise operation	Explanation
	- Once the application is downloaded, it prompts the student to indicate whether they already have an account or not. At this stage, the user can simply click "Get Started'."

	- In this step students can choose the language
	- After selecting a language, students can either create a new account or sign in using their Apple, Google, or Facebook account username.

Table 1 Step of Creating an account

3) Students will be instructed to create a study reminder for a day or time of their choosing to study after successfully logging in. They will then be given the option to subscribe, which will give them access to all of Memrise's features and an ad-free experience.
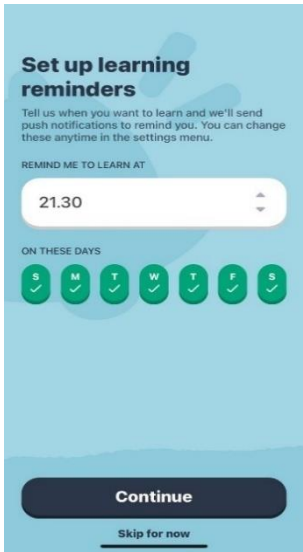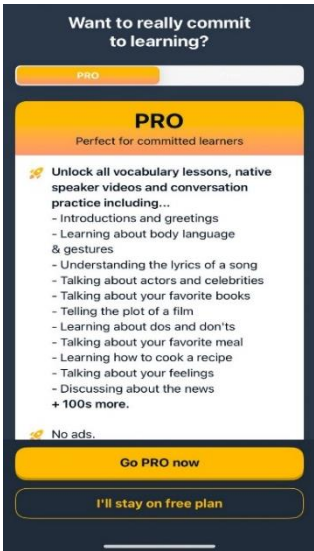
Step of Memrise operation	Explanation
	- In this step the students can set up the learning reminders based on their need
	- In this step they will then be given the option to subscribe, which will give them access to all of Memrise's features and an ad-free experience.

Table 2 Step of set up learning
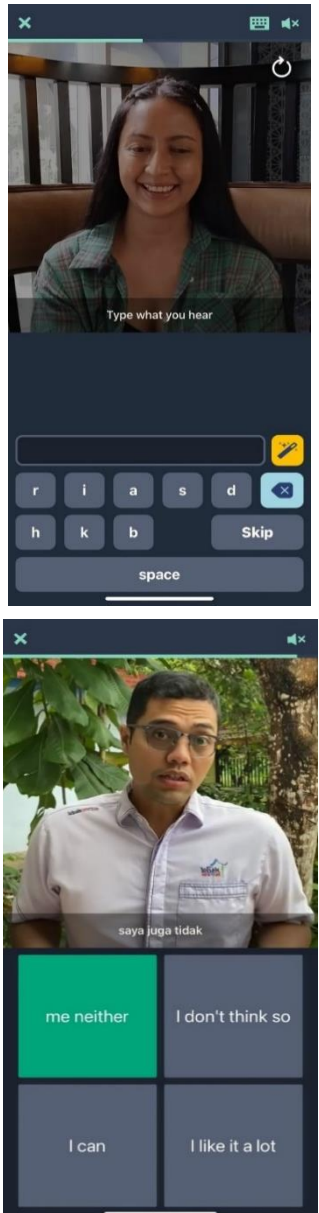
4) After determining the steps, students can immediately start learning how to use the application by learning from the basics. If they want to learn at a certain level, students can also choose the desired level. In addition to being able to choose the learning level, students can also choose what theme to learn by pressing the "Scenario" menu.

Step of Memrise operation	Explanation
	-In this step, students can immediately start learning how to use the application by learning from the basics.
	-Besides that, students can choose the topic of their learning by pressing the "Scenario" menu.

Table 3 Step of choosing a level and topic

5) Memrise program includes various activities to help students on their vocabulary. As a result, when students use this program, they can have a fun learning experience by learning using pictures and games.

Step of Memrise operation	Explanation
	-In this step, students start using the application by learning to write, listen and work on questions using game techniques.

Table 4 Step of Operation

2.3 Teaching – Learning Writing using Memrise Application

These days, everyone can quickly and easily use the internet including kids and teachers as long as their computer or mobile has a signal. Additionally, student's high level of literacy and their existing skill with technology provide support for this (Larekeng et al., 2019). In addition, this will make it easier for teachers to deliver lessons more interestingly according to student needs. They

can easily utilize learning media to create a non-boring atmosphere, especially writing classes, in this case the media used is the Memrise Application.

The Memrise application is used to increase vocabulary and is applied in writing. Vocabulary is the foundation for how well students perform in four language skills—speaking, writing, listening, and reading—according to (Indrasari et al. 2018). The Memrise application offers several benefits, including games that can help students learn another language. Most people can absorb things quickly when they are in a calm and pleasant atmosphere. When they use Memrise to help them write, students will learn vocabulary informally. Because they are learning like they are playing, they will be happy and relaxed with what they are learning. Memrise is an application that helps students learn new words think of it as planting fresh flowers in their memory. Memrise supports the growth of words, like caring for small flowers, for students who want to learn them. With the help of Memrise, which repeats words at the right time, students can help words grow as quickly as possible. In a short time, their memory will resemble a beautiful garden filled with learning. It takes effort to acquire vocabulary regularly.

In addition, this application is used to teach vocabulary and phrases taught in class, and students use the app to answer questions in the form of games. Students must remember information and complete short word or phrase games until they successfully answer each question. By requiring students to complete the application game, this application can provide writing ideas. From the vocabulary that has been obtained, students can start by writing a sentence with the vocabulary. These sentences will produce a perfect paragraph. Memrise

allows students to continue learning even after closing the program because of its reminder and progress features. This application provides various learning features and provides pronunciation and writing guides to facilitate the pronunciation practice of 24 words. After downloading the course, the course can be used without an internet connection.

2.4 Previous Related Studies

Numerous scholars have conducted studies on the use of Memrise in the teaching and learning process. One relevant study by Taebenu and Katemba (2021) examined the effects of Memrise and Google Classroom on students' vocabulary improvement, focusing on differences between male and female learners. Involving forty students from Kalam Kudus III Christian High School in Jakarta, the study used a quantitative comparative approach with a pre-test and post-test design. The results showed that female students experienced a greater increase in vocabulary scores than male students, with the female group's mean score rising from 83.75 to 95.40, while the male group's score increased from 80.50 to 89.00. These findings support the effectiveness of Memrise in enhancing students' vocabulary, and the researchers suggested further investigation into its use in different educational settings or age groups.

The second relevant study was conducted by Nuralisah and Kareviati (2020), aiming to examine the effectiveness of the Memrise application in enhancing vocabulary learning among seventh-grade students. The participants were 38 students from class VII at SMPN 1 Cililin, consisting of 28 male and 10 female students. Using a descriptive-qualitative method, data were collected through pre-tests, post-tests, and interviews based on questionnaire responses.

The study found that the use of Memrise effectively improved students' vocabulary skills and achievement. It was also suggested that the application could serve as an alternative to traditional vocabulary teaching methods by increasing students' motivation and interest in the subject. Furthermore, the study emphasized the benefits of integrating technology into classroom instruction. The researchers recommended that future studies explore how Memrise can be combined with other teaching strategies, compared with alternative vocabulary tools, and applied in various learning environments to assess its broader impact on language acquisition..

The third relevant study was conducted by Santri (2020), titled "The Effectiveness of Memrise Application to Upgrade Students' Vocabulary Mastery at the Second Grade of MA DDI Kanang." This study involved 58 students and used a pre-experimental one-group pre-test and post-test design to assess the effect of Memrise on vocabulary mastery. During six learning sessions, Memrise was used as the main tool to teach specific vocabulary themes. The results showed a significant improvement in students' scores, from a mean of 57.5 in the pre-test to 86.3 in the post-test, with a t-test value of 14.494 and a p-value less than 0.05, indicating statistical significance. Students also responded positively through questionnaires, describing Memrise as an engaging and effective learning tool. The study recommended further research into the long-term effects of Memrise and its integration with other digital tools for enhancing broader language skills.

In conclusion, the first study focused on learning using the memrise application and google classroom for student vocabulary development. This

research applied a comparative approach with quantitative research methodology which compared female and male students. The second study focuses on the Memrise application is beneficial for improving seventh graders' vocabulary comprehension and achievement based on a survey administered and pre- and post-test results. The third focused on determining how well students' vocabulary development is done through the use of the Memrise game. From previous studies, researcher used the Memrise application for vocabulary development. However, researcher was interested in conducting further research, especially on students' writing competence, especially on descriptive text material taught using Memrise. Although the three previous researchers used the same application, they have not explored the features of the Memrise application for the development of other English language skills.

CHAPTER III

RESEARCH METHODHOLOGY

The research techniques that the author employed to collect data using the selected approach are thoroughly explained in this chapter. This chapter also discusses the research design, subjects of the study, instruments used, methods of data collection, treatments, intervention techniques, procedures for testing validity and reliability, and data analysis.

3.1. Research Design

This study investigated the impact of utilizing the Memrise application on students' writing abilities by applying an quasi experimental research design. The researcher employed experimental research as a form of quantitative methodology. According to Khotari (2004), quantitative research is fundamentally concerned with measuring quantities or amounts. In other words, this study aims to assess the extent or level of the observed subjects.

The researcher involved two classes in this study. The first class, serving as the experimental group, received special treatment through the use of the Memrise application for writing instruction. In contrast, the second class, which functioned as the control group, did not receive any treatment. The research was conducted using a quasi-experimental design, specifically the Nonequivalent Control Group Design type. A quasi-experiment is a research method that places participants into groups based on their own choices or the researcher's decisions, rather than random selection, to test the effectiveness of a treatment or intervention under real-world conditions (Maciejewski, 2018). This type of research is used when it is difficult to randomly assign students to different

groups (Sokolowski, 2015; Indrayadi & Tony, 2020). By comparing the two groups, the researcher was able to understand how effective Memrise was in helping students on their writing skills. The following was an explanation of this research design according to (Sugiono, 2016).

Quasi Experimental (Nonequivalent Control Group Design)

Classes	Pre-test	Treatment	Post-Test
Experimental Group	O_1	X	O_2
Control Group	O_1		O_2

Table 5 Quasi Experimental

O_1 : Pre-Test

O_2 : Post-Test

X   : Treatment

Based on the academic equality of students, the researcher chose a class from the design that had been written above. The aim of this study was to examine whether the use of the Memrise application had an impact on the experimental class. This treatment carried out five times including pretest and posttest in the experimental class with various lesson plans and the Memrise application. In control class the researcher delivered the material as usual without applying any treatment using the Memrise application In the control class consist of 29 students and experimental class consist of 30 students. Based on this plan, the researcher aimed to determine whether the use of the Memrise application had a significant positive impact on the writing skills of eighth-grade students at SMP Namira Kota Probolinggo.

The researcher compared the post-test results of both the experimental and control groups. This study aimed to identify whether there was a difference in writing performance between the control group, which did not use the Memrise application, and the experimental group, which utilized it for writing practice.

3.2. Time and Setting of the Research

The research located at SMP Namira Kota Probolinggo located on Jl. Besuki Rahmad, Kec. Mayangan, Probolinggo City, East Java. The location was chosen because it provided a curriculum that allows students to know the differences on their knowledge of English. In addition, the school had adequate technology, including gadgets that facilitate the use of digital applications and internet connections. The following is a table of research implementation:

No.	Activity	Date
1.	Observation	16th , January 2025
2.	Pre-Test	23rd , January 2025
3.	Giving Treatment	30th , January – 13rd , February 2025
4.	Post-Test	20th , February 2025

Table 6 Schedule of The Research

The table above outlines the research activities. Observations were conducted on January 16th, 2025 to gather baseline information about the classroom environment and students' learning behavior. This was followed by a pre-test on January 23rd, 2025, aimed at measuring students' basic writing skills before the intervention. The treatment phase, which involved the use of the Memrise application as a learning aid, was conducted over three meetings from January 30th to February 13th, 2025. Finally, a post-test was conducted on

February 20th, 2025, to assess differences in students' writing performance after the implementation of the treatment.

3.3. Research Variables

The Stimulus or input variables, often calls independent variables, affect a person's behavior by acting internally or externally. These were the variables that were controlled and measured, or the variables that the researcher chose to see how they related to the observed phenomenon. The Response or output variables were dependent variables. These were aspects of an organism's behavior that could be observed and stimulated. The factors that were measured and observed to assess the impact of the independent variable were known as dependent variables (Singh, 2006).

This study involved two variables, namely the independent variable and the dependent variable. The independent variable was the Memrise application (X), while the dependent variable was students' writing mastery (Y). The researcher aimed to evaluate the effectiveness of the Memrise application in enhancing students' understanding of writing.

3.4. Research Population and Sample

This section outlines the population involved in the study, which serves as the basis for selecting the appropriate sample.

3.4.1. Population

Population was all elements that include objects and subjects to be studied (Amin et al., 2021). The population of this study consisted of eighth-grade students at SMP Namira Kota Probolinggo. The participants in this study were chosen through a purposive sampling technique where researcher

selected subjects based on certain criteria or considerations that were relevant to the research objectives with an equivalent control group design type. Purposeful sampling techniques, also known as judgment sampling, are conscious decisions made by individuals based on their personal attributes (Etikan et.al,2016). The researcher selected two classes with similar characteristics, based on the results of observations and interviews with teachers. The selected classes are considered equivalent in terms of academic ability. The first class used as an experimental group that implements learning using the Memrise Application, the other class was a control class that teaches students to write using lecture techniques.

3.4.2. Sample

Sample is a collection of people or items selected from a larger population. Sample is a selected part of a population that is the focus of research or the purpose of measurement, according to (Abdullah,2015). The research will use two classes of class VIII SMP Namira Kota Probolinggo as a sample. This school is an Islamic-based institution that implements gender segregation in its classroom layout, meaning that male and female students are placed in separate classes. The study found that more female students than male students stated that technology was useful, but female students felt less happy learning using technology than male students (Kaino, 2008; Yau & Cheng 2012). Therefore, the researcher chose male classes as the research sample to maintain consistency and comply with the school's policy on gender segregation.

3.5. Data Sources

This study used data in the form of numbers and statistics, so the data was quantitative. The researcher used two sources, namely secondary data and primary data. Secondary data was data obtained through literature review and documentation from other parties. Secondary data used to support research with previous research, so there was no need to look for data again. Secondary data in this study were in the form of books, journals, and articles that have been previously published. Secondary data was sought based on the needs and support of primary data. Primary data was data obtained by researcher directly from the original source. This primary data had never been published before, and was up-to-date so that it provides relevant data. Primary data sources, also known as original data sources, are sources of information obtained by researcher or individuals directly from the source. The test results given such as pre-tests and post-tests given to students in the experimental and control groups are primary data sources.

3.6. Research Instrument

Tools or instruments were needed to achieve research objectives, so researcher must prepare the required instruments according to the desired objectives (Sukendra & Atmaja, 2023). The data in this study were collected using an English writing test that focused on descriptive text. Two types of tests were administered: a pre-test and a post-test. In each test, students were required to write a composition based on a given topic. Each test was allocated 2 x 40 minutes (one session) for writing the descriptive text. The composition took the form of a short essay followed by six related questions. This number is

considered sufficient to measure students' writing skills comprehensively. According to Husnawati et al. (2024), essay tests generally consist of 5 to 10 questions that are completed in about 80 to 120 minutes, and are designed to assess students' ability to organize and develop ideas in writing.

The instrument used in this study was an essay test for the pre-test and post-test with different topics but still measuring the same competency, namely the ability to write descriptive texts. The difference in questions is intended to avoid the effect of familiarity on the questions. This is in accordance with the opinion of Sahari et, al. (2024) who stated that pre-tests and post-tests can be carried out in different situations as long as they still aim to measure the development of participants' knowledge of the material being taught. Although the pre-test and post-test had different sets of questions, both were aimed at assessing students' writing skills and determining their final scores.

The pre-test was administered prior to the implementation of the treatment, while the post-test was given afterward. These tests were designed based on the curriculum framework for eighth-grade junior high school students (Ministry of National Education, 2006). The assessment instruments were developed by referring to the Standard Competencies and Basic Competencies outlined in the School-Based Curriculum for the second semester of Grade VIII. The content specifically corresponds to the English curriculum for eighth-grade students in the second semester. The researcher used a scoring rubric adapted from Anderson (2003) to grade the students' writing test. The categories for evaluating writing are presented in appendix VI Rubric Score.

3.7. Validity and Reliability

This section explains how to test the validity and reliability of research instruments, so that the tools used can truly measure what is intended and provide consistent results.

3.7.1. Validity

Researcher measures the accuracy of research instruments through a technique called instrument validity (Retnawati, 2016). If the instrument meets the requirements set out in the study, then the instrument will be considered valid and suitable for use. Content validity will be carried out so that the test and non-test instruments used in this study are considered valid. Measuring the extent to which the instrument meets the characteristics that have been set is the purpose of this validity. There are two kinds of validity applied in this research. They are content validity and construct validity.

a) Content Validity

According to Wiersma and Jurs (2005), Content validity is a method used to determine the representation of test items in a particular domain of knowledge, abilities, tasks, and other factors being measured. This indicates that the test was created with reference to the junior high school year VIII basic competency and competency standard for the second semester of the English course (Depdiknas, 2006).

b) Construct Validity

According to Wiersma and Jurs (2009), construct validity refers to the construct or theoretical attribute being tested and not to the technical design of the test. Construct validity will be evaluated and given input by experts so that the instrument is right on target. The validator will evaluate the test and non-test instruments starting from the aspects of language, material, and content of the instrument.

The validator will also evaluate other needs in the study, namely teaching modules, LKPD, pretests and posttests that will be used during the study. To measure validity, researcher can use SPSS or excel, in this study researcher uses excel with the formula:

$$\textbf{Rxy}: \frac{\textbf{N} \sum \textbf{XY} - (\sum \textbf{X})(\sum \textbf{Y})}{[\textbf{N} \sum \times \textbf{2} -][\textbf{N}\sum \textbf{Y2} - (\sum \textbf{Y})\textbf{2}]}$$

RXY : Correlation coefficient between variables X dan Y

N : Total number of respondents

∑X : Total score of items

∑Y : Individual total scores

∑X2 : Sum of the squared scores of the items

∑Y2 : Sum of the total scores for the squares of the items

3.7.2. Reliability

According to Wiersma and Jurs (2009), reliability is an instrument that is determined by how consistently the instrument measures what it should measure. This means that an instrument is said to be consistent if the instrument consistently produces what is expected after two or more opportunities. The researcher uses the *SPSS 25 for Windows* tool

to assess the instrument's dependability. Ridwan (2004) states that dependability tools fall into five categories:

a. If the alpha Cronbach score is 0.81 - 1.00: very reliable.

b. If the alpha Cronbach score is 0.61 - 0.80: reliable

c. If the alpha Cronbach score is 0.41 - 0.60: reliable enough

d. If the alpha Cronbach score is 0.21 - 0.40: rather reliable

e. If the alpha Cronbach score is 0.00 - 0.20: low reliability

3.8. Data Collection Technique

This section explains the data collection techniques used in the research, namely through the pretest, treatment, and posttest stages to determine changes in student abilities before and after treatment.

3.8.1. Pre-Test

As an initial step in this study, a pre-test conducted to measure students' initial abilities. The pre-test was given to students in the experimental class and students in the control class. This pre-test was in the form of a descriptive writing assignment about "family" in a paragraph. The teacher distributes the question sheets and gave a brief explanation of the instructions on how students should complete this assignment. Students were given eighty minutes to write individually, describing their family in a paragraph. After completion, students submit their work to the teacher, and then the researcher and the teacher analyzed the results of the pre-test to evaluate their initial abilities before the treatment is given. The questions of the pre-test are presented in the following table:

No.	Question
	My Father is The Family Pillar
	My father is the person I admire the most in my family. He is a tall, strong man with a friendly face and gentle brown eyes. Despite his serious appearance, he is a warm and caring person. My father's hair is beginning to show some gray, which I think makes him look even wiser. He is always dressed neatly, usually in a simple shirt and jeans, which makes him look approachable and easygoing.
	My father is a hard worker. Every day, he leaves early in the morning and returns in the evening after a long day at work. Even though he is tired, he always spends time with us, either by helping us with homework, telling us stories, or just chatting with us about our day. He believes in the value of education and often reminds us to work hard and pursue our dreams. My father also has a great sense of humor. When the family gathers, he tells funny jokes that make us all laugh, helping us forget our worries for a while.
	What I admire most about my father is his patience. I remember one day when I accidentally broke his favorite coffee mug. Instead of getting angry, he smiled and said that mistakes are a part of life. He taught me that patience and understanding are more important than perfection. My father is also very helpful. He often assists our neighbors and friends when they need help, whether it's fixing something or giving advice.
	For me, my father is more than just a parent; he is a role model and a source of strength. I hope to become as kind, hardworking, and wise as he is someday.
1.	Who is the author talking about in the text?

2.	Describe the appearance of the writer's father!
3.	Choose one father character from the text and explain why he is important to a family!
4.	What is the first paragraph explaining about?
5.	What is the conclusion of the text about?
6.	Rewrite a descriptive paragraph about "a male" family member you admire. Include a description of his physical appearance and the qualities that make him special to you!

Table 7 Pretest Questions

3.8.2. Treatment

The researcher will discuss the features and use of the Memrise application in the second until fourth meetings. In addition, the researcher will provide instructions to students on how to use the Memrise application appropriately for descriptive texts. After that, the researcher will introduce each feature in the Memrise application, starting from the vocabulary learning feature to writing exercises. The content related to "family" in the application is the main focus. The researcher will teach the steps to write descriptive texts, starting from understanding vocabulary, making sentences, to composing descriptive paragraphs. The experimental class and control class get the same material, but the experimental classes use the Memrise application in learning while the control class does not. This will help the experimental class get a lot of vocabulary, especially those related to "family" and will help students in the writing process.

The implementation of the research was carried out in three meetings. In the first meeting, the lesson began with several opening activities. The teacher asked one of the students to lead the prayer, greeted the students, asked about their condition, checked attendance, motivated the students to learn English, and explained the basic competencies, learning objectives, and today's assessment techniques. In the main activity, the teacher started with a brief explanation of descriptive text, including its definition and structure (identification and description). Then, the teacher introduced the Memrise application, explaining how to use it to learn vocabulary related to descriptive texts. Vocabulary was presented through the application to help students increase their literacy skills.

Following this, the teacher assisted students in downloading and registering on the Memrise app and introduced the "Describing Family" module. Students were shown how to use the "Learn New Words" feature and were encouraged to try some vocabulary related to family. As part of the data collection process, students were assigned to repeat the vocabulary exercises at home and write down the words they remembered. In the closing session, the teacher and students reflected on the day's learning by discussing what they had learned about descriptive texts. The teacher expressed appreciation for students' participation, delivered a moral message, and concluded the session with a prayer led by one of the students.

In the second meeting, the teacher repeated the same opening routine as the previous meeting. The main activity focused on reviewing and processing data from the students' previous vocabulary practice. Students were asked to collect and share the vocabulary they had remembered and practiced at home. The teacher reviewed the vocabulary and guided a discussion to reinforce understanding. Students continued exploring the vocabulary using the Memrise app independently while the teacher provided support and conducted a Q&A session. As a follow-up task, students were asked to write a short descriptive paragraph about one of their family members using vocabulary learned from Memrise. Each student selected one person to describe in their assignment books, encouraging both creativity and critical thinking. Selected students presented their paragraphs in front of the class and received feedback from the teacher regarding the structure and vocabulary use. The session ended with reflections, gratitude, a moral message, and a closing prayer.

The third meeting followed a similar structure in its opening activities. During the main session, the teacher reviewed previous material and explained that the final goal was for students to write a complete descriptive text about a family member. Students applied the vocabulary they had learned and discussed it in groups. To reinforce their knowledge, the teacher organized a vocabulary quiz game based on the Memrise content, and students were grouped into teams of four. Each group selected one person (not previously described) to write about, focusing on both appearance and personality. This activity was repeated

so that all group members had the chance to write and describe a different person. One student from each group presented their work to the class, and feedback was provided by the teacher. In the closing session, the teacher led a reflection where students shared which methods helped them most and what difficulties they encountered. The teacher ended the lesson with gratitude, a moral message, a prayer, and a farewell.

3.8.3. Post-Test

The post-test is conducted to measure students' abilities after being given several treatments using the Memrise application or not. Students were given questions that are not much different from the pre-test, namely writing a description of "family" in a paragraph. This test aims to see if there are significant changes between the control class that learns without Memrise and the experimental class that learns using the Memrise application. The results of this test showed whether the use of Memrise in learning helps students' descriptive writing skills or not. The questions of the pre-test are presented in the following table:

No.	Question
	The Light of Our Family
	My sister is the person I admire the most in my family. She has a warm smile that makes everyone feel welcome and sparkling brown eyes full of kindness. Her long, shiny hair is always neatly styled, making her look graceful and confident. She enjoys wearing simple but stylish outfits that reflect her cheerful personality.
	My sister is very talented and creative. She loves drawing and painting, often creating beautiful artwork that decorates our

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home. Watching her mix colors and bring her ideas to life on canvas inspires me to be more creative. Sometimes, she even helps me with my school art projects, sharing tips and encouraging me to try new techniques.

What I admire most about my sister is her kindness. She always listens when I need someone to talk to and offers comforting words when I feel down. I remember when I was sick and couldn't go on a school trip. She surprised me by organizing a fun movie night at home so I wouldn't feel left out.

My sister is also very responsible. She takes her schoolwork seriously and still finds time to help around the house. Whether it's cooking dinner or tidying up, she never complains and always works with a smile.

For me, my sister is more than just a sibling. She is a role model, a supportive friend, and someone I can always count on. I hope to be as creative, kind, and dependable as she is someday.

1.	Who is the author talking about in the text?
2.	Describe the appearance of the writer's sister!
3.	Choose one sister character from the text and explain why he is important to a family!
4.	What is the first paragraph explaining about?
5.	What is the conclusion of the text about?
6.	Rewrite a descriptive paragraph about "a female" family member you admire. Include a description of his physical appearance and the qualities that make him special to you!

Table 8 Posttest Questions

3.9. Data Analysis

The data analysis technique involves utilizing the pre-test and post-test scores from both the experimental and control groups as research data. The researcher compares the results before and after the treatment. Subsequently, the data is analyzed using statistical methods, specifically applying the hypothesis test formula. The purpose of this hypothesis test is to identify whether there was a significant difference between the pre-test and post-test scores of the experimental and control classes. There were 3 tests for in this study those are:

3.9.1. Normality Test

At the beginning of data processing, researcher must know whether the data obtained is normally distributed or not, so a normality test is carried out (Widana & Muliani, 2020). The normality test is a bridge before analyzing research data. Researcher conducted the *Shapiro-Wilk* normality test because the subjects used were less than 50 people (Haryono et al., 2023). Researcher looks for the results of the *Shapiro-Wilk* normality test assisted by *IBM SPSS Statistics 26 for Windows software* with a significance level of a = 0.05. From the results of the normality test, the following conclusions were drawn:

a. H0 : The data is normally distributed

b. Ha : The data is not normally distributed.

Researcher concluded that H0 is accepted and Ha is rejected if the significance value is ≥ 0.05. The normality test hypothesis indicates that the data is normally distributed if H0 is accepted; otherwise, the data is not normally distributed if Ha is accepted.

3.9.2. Homogeneity Test

Homogeneity test is needed to find out whether the two classes used as research subjects have the same ability or variance (Widana & Muliani, 2020). Researcher conducted *Levene's* homogeneity test assisted by *IBM SPSS Statistics 26 for Windows software* with a significance level of a = 0.05. From the results of the homogeneity test, the following conclusions were drawn:

a. H0 : The data is distributed homogeneously

b. Ha : The data is not distributed homogeneously

Researcher concluded that H0 is accepted and Ha is rejected if the significance value is ≥ 0.05. The homogeneously test hypothesis indicates that the data is normally distributed if H0 is accepted; otherwise, the data is not normally distributed if Ha is accepted.

3.9.3. Hypothesis Test

Hypothesis testing is used to test the truth of a theory from a population using the data obtained (Nuryadi et al., 2017). In this study, hypothesis testing is used to measure whether the Memrise application is effective in improving students' writing skills in descriptive text material for class VIII SMP Namira Kota Probolinggo. The hypothesis test used in this study is the Mann-Whitney U test because the data is normally distributed but not homogeneous (Putri & Fakhriyana, 2023). In finding the results of the hypothesis test, the researcher is assisted by *IBM SPSS Statistics 26 for Windows software* with a significance level of a = 0.05.

From the results of the Mann-Whitney U test, the following conclusions will be drawn:

H0 : There is no positive and significant influence from the use of the Memrise Application on the writing ability of eight grade students of SMP Namira Kota Probolinggo in the 2024/2025 academic year.

Ha : There is a positive and significant influence on the use of the Memrise Application on the ability to write eight grade students of SMP Namira Kota Probolinggo in the academic year 2024/2025.

Mann-Whitney Test Formula:

$$z = \frac{U - \mu_U}{\delta_U}$$

Z : Mann-Whitney U Test Results

μ_u : Mean value

δ_u : Combined Standard Deviation

Mann-Whitney U Test Guidelines:

1. If the probability or Sig. < α (0.05), then the null hypothesis (Ho) is rejected.

2. If the probability or Sig. > α (0.05), then the null hypothesis (Ho) is accepted

Researcher concluded that Ha is accepted and H0 is rejected if the significance value is ≤ 0.05. The Mann-Whitney U test indicated that the data is distributed if Ha is accepted; otherwise, the data is not normally distributed if H0 is accepted.

After that, the researcher conducted an N-Gain Test to determine the effectiveness of the learning model in improving students' abilities. The N-Gain Test is a description to evaluate the extent to which the learning that is applied can contribute to students (Sukarelawan, et al. 2024). The researcher used *IBM SPSS Statistics 26 for Windows software* to help determine the results of the N-Gain Test.

Formula of N-Gain Test:

$$N - Gain = \frac{Experiment\ Score\ -\ Control\ Score}{Maximum\ Score\ -\ Control\ Score}$$

The criteria in the standard effectiveness of the N-Gain test, researcher refers to Hake (1999) in categorizing it as in table below:

N-Gain test result	Criteria
G > 0,7	High
0,7 ≥ G ≥ 0,3	Medium
0,3 > G	Low

Table 9 N-Gain test

CHAPTER IV

RESULT OF THE RESEARCH

This chapter presents the research findings and their discussion. The data collected by the researcher during the study at SMP Namira Probolinggo includes the analysis of pre-test results, normality test, homogeneity test, hypothesis testing based on post-test data, and a comprehensive discussion.

4.1. Findings

In this section, the researcher presents the research results, including analysis of data obtained before and after the implementation of the pretest and posttest in the experimental and control groups.

4.1.1. Data Analysis of Pre-Test

On January 16, 2025, the researcher conducted a pre-test as the first step to evaluate students' writing skills before implementing the treatment. The test consisted of six essay questions and was conducted in one subject session, which lasted for eighty minutes. During the test, students were asked to write their responses based on the given instructions, allowing the researcher to assess their descriptive writing skills.

The pre-test was given to two different classes, 8A and 8B, with each class consisting of 29-30 students. In this study, class 8A served as the control group, while class 8B served as the experimental group. Both groups received the same essay questions to ensure equality in assessment. However, after completing the pre-test, the control class continued their learning process using conventional methods without the

application of any technology. In contrast, the experimental class followed the same lesson plan but with the addition of the Memrise application as an additional learning tool. The main purpose of conducting this pre-test was to obtain an initial measurement of students' writing competence before the treatment. This baseline data will later be used to compare the progress obtained after the implementation of the treatment. The following are the detailed results of the pre-test:

No.	Initials Name	Pre-Test's Score
1.	ASR	58
2.	ASW	44
3.	AYR	58
4.	AHN	44
5.	ADS	77
6.	BPPP	69
7.	DAP	69
8.	DAMF	40
9.	DARD	52
10.	EJI	48
11.	FDS	38
12.	FIF	26
13.	FAR	54
14.	GRRF	77
15.	IZDP	48
16.	MPJ	48

17.	MNAN	46
18.	MRAP	59
19.	MAD	54
20.	MDAQ	32
21.	MDA	59
22.	MFFRS	65
23.	MSS	58
24.	MZAA	47
25.	NIH	42
26.	RNI	72
27.	RZA	69
28.	SLR	49
29.	VFKA	67
Total		1569
Average Score		54.10

Table 10 Result of Pretest Control Class

The pre-test results presented in Table 11 illustrate the various levels of students' initial writing ability. The test was conducted in class 8A of SMP NAMIRA Kota Probolinggo which was designated as the control class in this study. Based on the recorded scores, the lowest score obtained was 26, while the highest score reached 77. In addition, the total scores accumulated by all students in the experimental class amounted to 1569, resulting in an average score of 54,10. This finding indicates that

students' writing ability before the intervention was still inconsistent, with some students obtaining scores below the expected standard.

To further visualize the distribution of pre-test scores in the control class class, the data are represented in the following histograph:
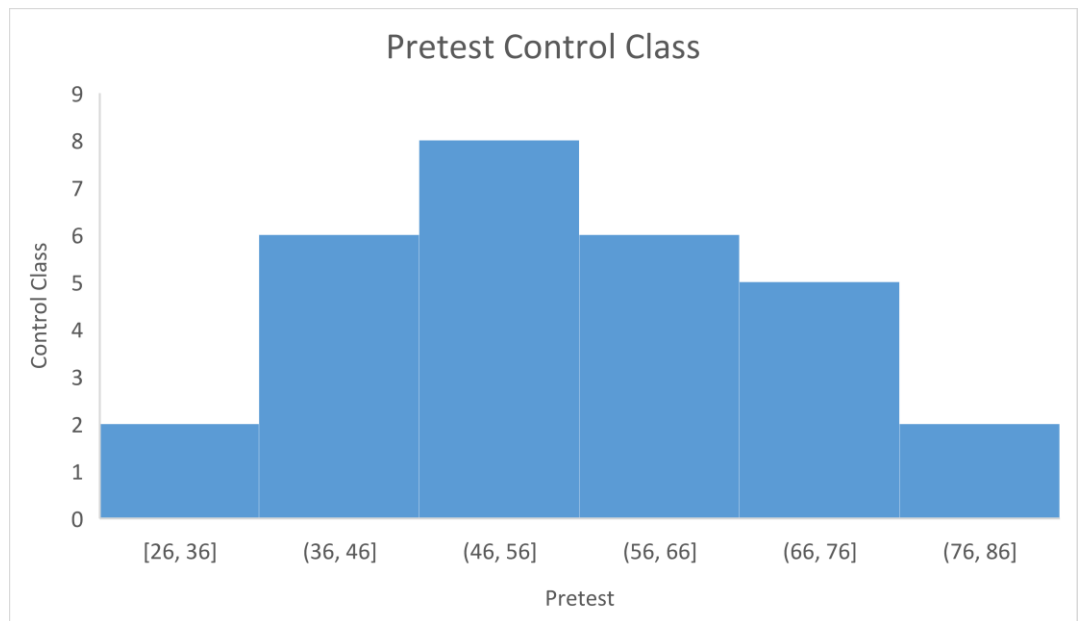
Diagram 1 Diagram of Pretest Control Class

The histograph graph above illustrates the distribution of pre-test scores among students. The data shows that the highest frequency of students is in the score range (46.56], with eight students. Meanwhile, the score range (36.46], (56,66], and (66.76] had a middle frequency. In addition, the score range (26.36] and (76.86] had the lowest frequency, with only two students in each category. From this pattern, it can be concluded that the majority of students scored in the lower to middle range, with very few achieving higher scores. This indicates that students' initial abilities in the material being assessed are relatively weak. In addition, if the Minimum Completion Criteria (KKM) is set at 75, then almost all 8A students scored below the KKM.

The descriptive statistics of the Control class pre-test data scores are:

Control Class	Pre-test
Maximum Score	77
Minimum Score	26
Range	51
Mean	54.10
Median	54.00
Mode	48
Std. Deviation	13.037
Variance	169.953
Sum	1569

Table 11 Descriptive Statistics of Control Class Pretest

Based on the analysis results, the pretest in the control class was conducted on 29 students. The results showed that students' scores ranged from 26 to 77, with the largest difference (score range) of 51 points. The average pretest score was 54.10, which means that most students have initial abilities around that number. The standard deviation of 13.037 indicates that the difference in scores between students is quite large, some of which are much higher or lower than the average. If the minimum passing grade (KKM) is 75, then most students in this control class are still below the set standard.

Furthermore, the researcher also conducted pre-test to the experimental class. The result of pre-test could be identified as followed:

No.	Initials Name	Pre-Test's Score
1.	AAP	25
2.	ABA	46
3.	ANM	59
4.	AJT	54
5.	AR	32
6.	AWH	59
7.	AAM	65
8.	BAI	58
9.	FBW	47
10.	HAZ	42
11.	KA	72
12.	LPFM	69
13.	LDV	49
14.	MABY	67
15.	MU	34
16.	MNB	58
17.	MAH	44
18.	MIA	58
19.	MAA	44
20.	MA	77
21.	MDAH	69
22.	MFA	69

23.	MHRL	40
24.	NFK	52
25.	NAP	48
26.	NONP	38
27.	NS	38
28.	RIM	54
29.	RPP	77
30.	RRS	48
Total		1592
Average Score		53.07

Table 12 Result of Pretest Experimental Class

Table 13 shows the pre-test results, which indicate the various levels of students' initial writing ability. Class 8B of SMP NAMIRA Kota Probolinggo, which was chosen as the experimental class for this study. According to the recorded scores, the lowest score was 25, and the best score was 77. Furthermore, the average score of the experimental class was 53.07, with the cumulative score of all students totaling 1592. These results indicate that before the intervention, students' writing ability was still unbalanced, with some receiving scores below the required ones.

To further visualize the distribution of pre-test scores in the experimental class, the data are represented in the following histograph:
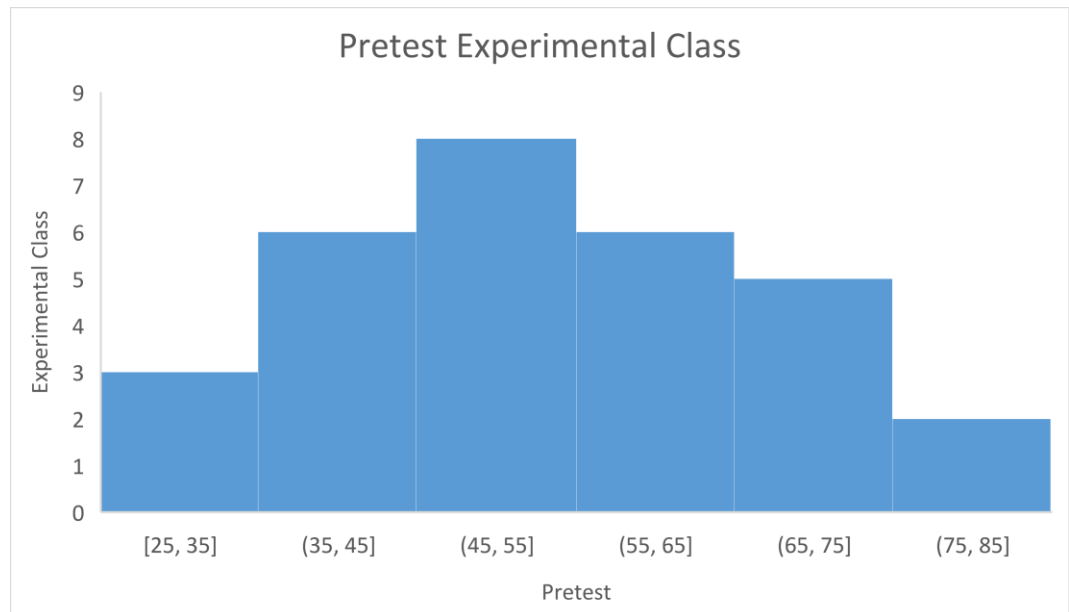
Diagram 2 Diagram of Pretest Experimental Class

The histograph above illustrates the distribution of pre-test scores among students. The data shows that the lower frequency of students is in the score range (74,85] with two students. Meanwhile, the score range (45,55] had a highest frequency, there are eight students. From this pattern, it can be concluded that the majority of students scored in the lower to middle range, with very few achieving higher scores. This indicates that students' initial abilities in the material being assessed are relatively weak. In addition, if the Minimum Completion Criteria (KKM) is set at 75, then almost all 8B students scored below the KKM.

The descriptive statistics of the Experimental class pre-test data scores are:

Experimental Class	Pre-test
Maximum Score	77
Minimum Score	25
Range	52
Mean	53.07
Median	53.00
Mode	58
Std. Deviation	13.658
Variance	186.547
Sum	1592

Table 13 Descriptive Statistics of Experimental Class Pretest

The results of the pretest analysis in the experimental class showed that the test was conducted on 30 students. Student scores ranged from 25 to 77, with the largest difference (score range) of 52 points. The average pretest score was 53.07, which means that most students had initial abilities around that number. The standard deviation of 13.658 indicates that there are differences in scores between students, with some students scoring much higher or lower than the average. If the minimum passing grade (KKM) is 75, then most students in this control class are still below the set standard.

Furthermore, after analyzing the pre-test scores of the experimental class and the control class, the researcher applied treatment using the

Memrise application in the experimental class. This treatment aims to students' writing skills by utilizing the features available in the application. After the treatment period, a post-test was conducted to measure the difference in students' scores before and after the intervention. The results of this post-test will help determine the effectiveness of the Memrise application in improving students' descriptive writing skills.

4.1.2. Data Analysis of Post-Test

The post-test was conducted on February 6, 2025 as the final stage of treatment using the Memrise application in the experimental class. This post-test was conducted after three treatment sessions in class, with the aim of assessing the progress achieved by students after using the application. In this assessment, students were given a task similar to the pre-test, which was asked to write a descriptive text about their family in paragraph form. The purpose of maintaining the same task format was to ensure a fair comparison between the pre-test and post-test results, thus allowing researchers to accurately measure in students' writing skills. By analyzing the post-test scores, researchers were able to determine whether the use of Memrise had a significant impact on improving students' descriptive writing skills. The post-test results are as follows:

No.	Initials Name	Post-Test's Score
1.	ASR	63
2.	ASW	60
3.	AYR	63

4.	AHN	60
5.	ADS	55
6.	BPPP	59
7.	DAP	76
8.	DAMF	85
9.	DARD	41
10.	EJI	76
11.	FDS	78
12.	FIF	69
13.	FAR	78
14.	GRRF	74
15.	IZDP	63
16.	MPJ	60
17.	MNAN	55
18.	MRAP	59
19.	MAD	76
20.	MDAQ	85
21.	MDA	41
22.	MFFRS	76
23.	MSS	78
24.	MZAA	69
25.	NIH	78
26.	RNI	74

27.	RZA	63
28.	SLR	60
29.	VFKA	55
Total		1929
Average Score		66.52

Table 14 Result of Posttest Control Class

Referring to the post-test data presented in Table 15, it is evident that in class 8A, which served as the control group, the lowest score achieved by a student was 41, while the highest reached 85. The group's total score amounted to 1929, resulting in an average score of 66.52.

The distribution of these scores is visually represented in the histograph charts provided below:
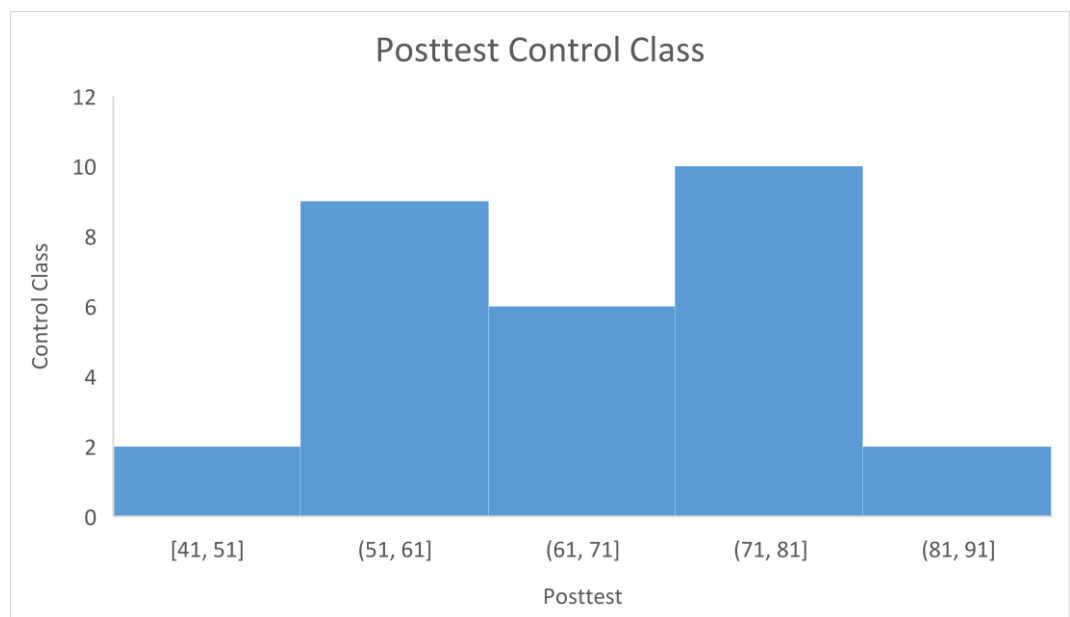
Diagram 3 Diagram of Posttest Control Class

The histograph above illustrates the spread of student scores in the control class, showing both the score ranges and the number of students within each range. Based on the data, 2 students scored between 41–51,

9 students fell within the 51–61 range, 5 students scored between 61–71, 10 students were in the 71–81 range, and 2 students achieved scores between 81–91. It can be seen that 8 students did not meet the minimum passing score (KKM) of 75. A summary of the descriptive statistics for the control class post-test results is provided below:

Control Class	Post-test
Maximum Score	85
Minimum Score	41
Range	44
Mean	66.52
Median	63.00
Mode	60
Std. Deviation	11.538
Variance	133.116
Sum	1929

Table 15 Descriptive Statistics of Control Class Posttest

According to the descriptive statistical analysis, the post-test in the control class involved 29 students. The score range was 44, with the lowest score being 41 and the highest 85. The average score achieved in the post-test was 66.52, showing a comparison with the average value of the pre-test of the control class which was 54.10. This suggests a positive change in student performance after the treatment. The standard deviation was 11.538, indicating a relatively wide spread of scores, though it was slightly lower than the pre-test standard deviation of

13.037. This implies that the variation in student scores became a bit more consistent following the post-test. The variance of 133.116 also indicates that the distribution of scores is more stable than during the pre-test (169.953).

In addition, the researcher administered a post-test to the experimental class. The outcomes of the post-test are presented as follows:

No.	Initials Name	Post-Test's Score
1.	AAP	78
2.	ABA	87
3.	ANM	83
4.	AJT	90
5.	AR	83
6.	AWH	87
7.	AAM	78
8.	BAI	92
9.	FBW	85
10.	HAZ	86
11.	KA	80
12.	LPFM	83
13.	LDV	90
14.	MABY	83
15.	MU	92
16.	MNB	87

17.	MAH	78
18.	MIA	83
19.	MAA	90
20.	MA	87
21.	MDAH	83
22.	MFA	85
23.	MHRL	85
24.	NFK	86
25.	NAP	89
26.	NONP	83
27.	NS	78
28.	RIM	87
29.	RPP	83
30.	RRS	83
Total		2544
Average Score		84.80

Table 16 Result of Posttest Experimental Class

Based on the post-test data presented in Table 19 for class 8B, which served as the experimental group, the lowest student score recorded was 83, while the highest reached 94. The total accumulated score for the class was 2544, resulting in an average score of 84.80.

From the distribution of post-test scores, the histograph below can be seen:

Posttest Experimental Class
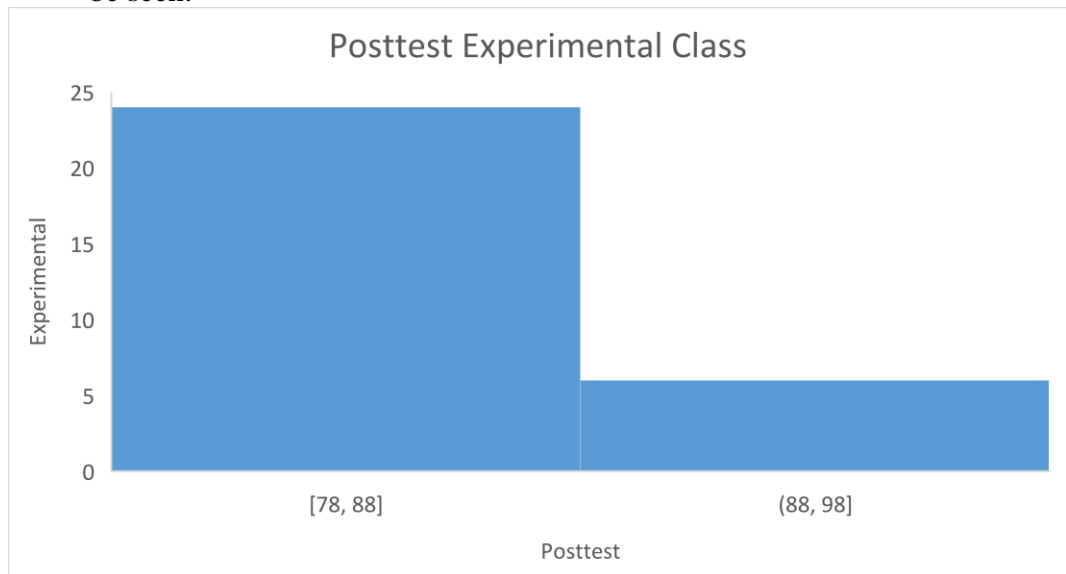
Diagram 4 Diagram of Posttest Experiment Class

The histograph above displays the distribution of student scores in the control class, organized from the lowest to the highest, along with the frequency of students in each score range. According to the data, 28 students scored within the (83–93] range, and 2 students were in the (93–103] range. It is evident that none of the students scored below the KKM or the minimum passing score of 75. The descriptive statistics for the post-test results in the experimental class are presented below:

Experimental Class	Pre-test
Maximum Score	92
Minimum Score	78
Range	14
Mean	84.80
Median	85.00

Mode	83
Std. Deviation	4.012
Variance	16.097
Sum	2544

Table 17 Descriptive Statistics Experimental Class Posttest

The results of the post-test analysis in the experimental class showed that the test was conducted on 30 students. The students' scores ranged from 78 to 92, with the largest difference (score range) of 14 points. The average post-test score was 84.80, which was higher than the average pre-test (53.07). This indicates an increase in scores after the treatment. The standard deviation of 4.012 indicates that the difference in scores between students is very small, so their scores are almost the same. In addition, the variance of 16.097 indicates that the distribution of scores is very controlled.

4.1.3. Students Achievement in Writing Ability Before and After Using Memrise Application

Before looking at the students' test results, we need to understand how their writing skills changed before and after using the Memrise app. In this study, students took a pretest before learning with Memrise and a posttest after using it. This section will discuss the differences in scores before and after using the app to see if there was a difference in students' writing skills. The data obtained were analyzed to determine the extent to which Memrise helped students in learning. The following table shows

the test results before and after without using the application in control

class:

No.	Initials Name	Difference		Description
		Pre-test	Post-test	
1.	ASR	58	63	Increase
2.	ASW	44	60	Increase
3.	AYR	58	63	Increase
4.	AHN	44	60	Increase
5.	ADS	77	55	Decrease
6.	BPPP	69	59	Decrease
7.	DAP	69	76	Increase
8.	DAMF	40	85	Increase
9.	DARD	52	41	Decrease
10.	EJI	48	76	Increase
11.	FDS	38	78	Increase
12.	FIF	26	69	Increase
13.	FAR	54	78	Increase
14.	GRRF	77	74	Decrease
15.	IZDP	48	63	Increase
16.	MPJ	48	60	Increase
17.	MNAN	46	55	Increase
18.	MRAP	59	59	Same
19.	MAD	54	76	Increase

20.	MDAQ	32	85	Increase
21.	MDA	59	41	Decrease
22.	MFFRS	65	76	Increase
23.	MSS	58	78	Increase
24.	MZAA	47	69	Increase
25.	NIH	42	78	Increase
26.	RNI	72	74	Increase
27.	RZA	69	63	Decrease
28.	SLR	49	60	Increase
29.	VFKA	67	55	Decrease
Total		1569	1927	Increase
Average Score		54.10	65.63	

Table 18 Result of Students Achievement Before Treatment

The comparison of pre-test and post-test results in the control class reveals a noticeable difference in student scores, suggesting an overall enhancement in their writing abilities. The data indicates that students made progress following the learning activities. Initially, the average pre-test score in the control class was 54.10. However, after the teaching process and administering the post-test, the average score rose to 65.63— an increase of 11.53 points. These findings demonstrate that the students' performance improved over time. It can be concluded that the pre-test scores were lower than the post-test scores in the control class. The table below presents the results before and after the learning process without the use of the application in the experimental class:

No.	Initials Name	Difference		Description
		Pre-test	Post-test	
1.	AAP	25	78	Increase
2.	ABA	46	87	Increase
3.	ANM	59	83	Increase
4.	AJT	54	90	Increase
5.	AR	32	83	Increase
6.	AWH	59	87	Increase
7.	AAM	65	78	Increase
8.	BAI	58	92	Increase
9.	FBW	47	85	Increase
10.	HAZ	42	86	Increase
11.	KA	72	80	Increase
12.	LPFM	69	83	Increase
13.	LDV	49	90	Increase
14.	MABY	67	83	Increase
15.	MU	34	92	Increase
16.	MNB	58	87	Increase
17.	MAH	44	78	Increase
18.	MIA	58	83	Increase
19.	MAA	44	90	Increase
20.	MA	77	87	Increase
21.	MDAH	69	83	Increase

22.	MFA	69	85	Increase
23.	MHRL	40	85	Increase
24.	NFK	52	86	Increase
25.	NAP	48	89	Increase
26.	NONP	38	83	Increase
27.	NS	38	78	Increase
28.	RIM	54	87	Increase
29.	RPP	77	83	Increase
30.	RRS	48	83	Increase
Total		1592	2544	Increase
Average Score		53.07	84.80	

Table 19 Result of Students Achievement After Treatment

The analysis of pre-test and post-test results in the experimental class shows a significant difference in student scores, which reflected differences in their overall writing abilities. The data indicates that students made notable progress following the learning activities. In the experimental class, the average pre-test score was 57.13, which increased to 88.40 after the use of the Memrise application during the treatment. Although the control class also experienced progress, the experimental class showed a greater increase, with a difference of 31.27 points. These findings highlight that the pre-test scores in the experimental class were lower than the post-test scores, demonstrating the effectiveness of the treatment

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4.1.4. Result of Validity Testing

Prior to using the research instruments for data collection, it is essential to perform a validity test. In this research, the validity test was carried out on January 16, 2025, involving students from class 8D. The purpose was to assess how well the questions in the instrument could produce accurate and relevant results. The test was conducted once and lasted for 40 minutes. The outcomes of this validity test served as the basis for evaluating whether the instrument was appropriate for further use. To analyze the validity, the researcher utilized Microsoft Excel, applying the Corel formula to calculate the r-value for each item. This section presents the findings and analysis of the validity test conducted with class 8D:

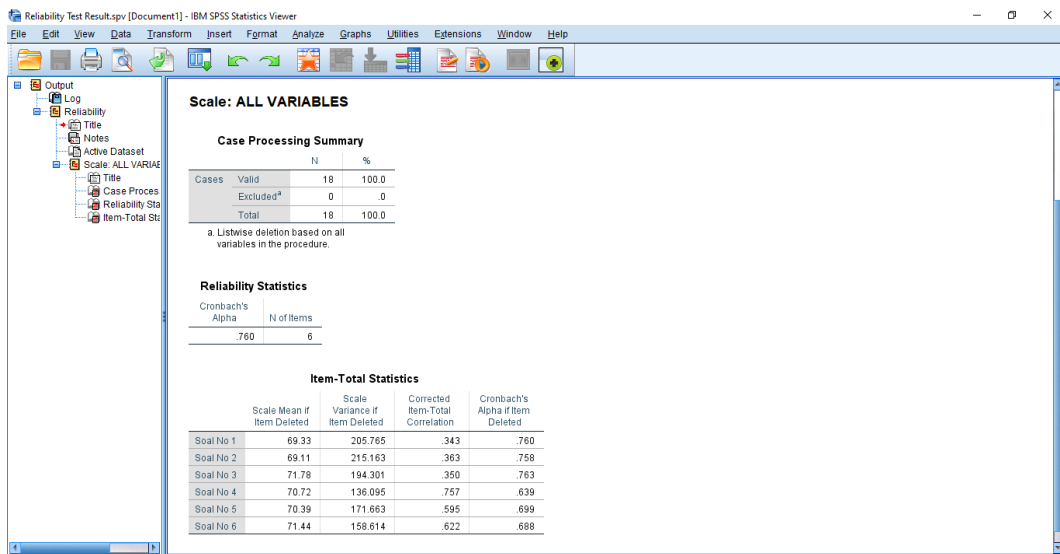| No	Nama	Kelas	Total 1	Total 2	Total 3	Total 4	Total 5	Total 6	NILAI	
1	KM	8D	21	21	15	17	12	15	101	70
2	B	8D	13	13	10	18	18	14	86	60
3	AH	8D	6	6	9	6	15	15	57	40
4	MEF	8D	14	14	13	11	9	12	73	51
5	HPZ	8D	17	17	13	12	11	11	81	56
6	AM	8D	14	14	12	10	13	9	72	50
7	ZAP	8D	13	13	15	10	16	12	79	55
8	JKN	8D	15	15	9	6	8	8	61	42
9	AAF	8D	15	15	13	16	15	6	80	56
10	FMNI	8D	15	15	14	16	17	13	90	63
11	PM	8D	19	19	17	15	15	12	97	67
12	ADP	8D	16	16	15	19	14	12	92	64
13	SK	8D	17	17	11	15	13	12	80	56
14	SJ	8D	15	15	12	6	6	9	63	44
15	SRNL	8D	19	19	22	21	21	22	124	86
16	KAM	8D	17	17	6	21	17	21	99	69
17	SK	8D	15	15	16	18	16	21	101	70
18	AMY	8D	13	13	13	12	15	12	82	57
N	18									
N-2	16									
R.TABEL	0,497		0,497	0,497	0,497	0,497	0,497	0,497		
R.HITUNG			0,675	0,6748	0,5979	0,891	0,6327	0,7015		
			VALID	VALID	VALID	VALID	VALID	VALID		

Picture 2 Result of Validity Test

Based on the results of the validity test, all 6 writing questions tested have met the validity criteria, where each question has a calculated r value > r table. This means that all questions used in this study really measure students' writing skills accurately and reliably. Because no questions are considered invalid, the six questions can be used

completely in the study without the need for revision or deletion. Thus, the questions that have passed the validity test will be used in the next stage to evaluate the development of students' writing skills before and after treatment.

4.1.5. Result of Reliability Testing

In addition to validity, reliability is also an important aspect in testing the quality of a research instrument. In this study, a reliability test was conducted to determine the extent to which the 6 writing questions used could provide consistent results in measuring students' writing skills. In this study, researchers used spss 26 for the reliability test, and obtained the following results:

Picture 3 Result of Reliability Test

Based on the results of the reliability test conducted using the Kuder-Richardson 20 (KR-20) formula, the reliability coefficient obtained was 0.760. This shows that the test instrument has a good level of consistency in measuring students' writing skills. The reliability value of 0.760 shows that the instrument produces stable and reliable results when given under

the same conditions. With this correlation coefficient, the data is classified as "Reliable".

4.1.6. Result of Normality Testing

A normality test was performed on the pre-test and post-test data of students' writing abilities in this study. The purpose of the normality test was to determine if the collected data follows a normal distribution. The test was carried out using *IBM SPSS 26 Statistics for Windows*, with the Shapiro-Wilk method applied, as the sample size was less than 50. The data is considered normally distributed if the significance value exceeds 0.05. This section will present the results of the normality test, ensuring that the data in this study aligns with the assumption of normal distribution. Below are the results of the normality test:

Tests of Normality

	KELAS	Kolmogorov-Smirnov^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
HASIL	PRE-CONT	.101	29	.200*	.976	29	.740
	POST-CONT	.155	29	.071	.934	29	.071
	PRE-EKS	.084	30	.200*	.977	30	.747
	POST-EKS	.160	30	.048	.940	30	.092

Table 20 Result of Normality Test

According to the table, the probabilities or Sig. (Shapiro-Wilk) values for the two classes are as follows: 0.740 for the pre-test control class, 0.071 for the post-test control class, 0.747 for the pre-test experimental class, and 0.092 for the post-test experimental class. Since the Sig. values are greater than α (0.05), we reject the null hypothesis

(Ho) and accept the alternative hypothesis (Ha). This indicates that all the data collected follows a normal distribution.

4.1.7. Result of Homogeneity Testing

Homogeneity test is used to determine whether the data obtained has similarities or not. This test is conducted to analyze posttest data on students' writing ability between the experimental class and the control class. Data is said to be homogeneous if the significance value is more than 0.05. This test is carried out with the help of *IBM SPSS 26 Statistics for Windows* software to ensure that the data from both groups have similar variances, so that they can be compared objectively. The following are the results of the homogeneity test that has been carried out in this study:

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
HASIL	Based on Mean	11.023	3	114	.000
	Based on Median	9.965	3	114	.000
	Based on Median and with adjusted df	9.965	3	90.691	.000
	Based on trimmed mean	11.082	3	114	.000

Table 21 Result of Homogeneity Test

According to the homogeneity test results, if the significance value is less than 0.05, it indicates that the data is not homogeneous, whereas a significance value greater than 0.05 suggests that the data is homogeneous. In the homogeneity test shown in the table above, the significance value for Based on Mean is 0.00. Since this value is less than 0.05, it can be concluded that the data is non-homogeneous.

4.1.8. Result of T-Test and Hypothesis Testing

After confirming that the data is normally distributed but not homogeneous for students' writing abilities, the analysis proceeded with a nonparametric test. In the final step, the researcher examined the data to assess whether there was a significant difference between the class using the Memrise application and the class not using it. To replace the Independent Sample T-Test, the Mann-Whitney U test was utilized. This test was conducted using IBM SPSS 26 Statistics for Windows software to compare the post-test results of the experimental class and the control class. The results of the Mann-Whitney U test related to students' writing ability are presented in the following table:

Test Statistics[a]

	HASIL
Mann-Whitney U	.000
Wilcoxon W	465.000
Z	-6.669
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: KELAS

Table 22 Result of Mann-Whitney U

The results of the Mann-Whitney U test shown in the table indicate a significance value of 0.000. Since the significance value is less than 0.05, it can be concluded that H1 is accepted and H0 is rejected. Therefore, it can be concluded that the use of the Memrise application is effective in improving students' writing skills at SMP Namira Kota Probolinggo.

4.1.9. N-Gain Test Result

The N-Gain test is used to assess the effectiveness of the treatment provided to students. This measure of effectiveness is determined by comparing the pretest and posttest results of students' writing skills. By applying the N-Gain test, it is possible to evaluate the extent of difference after the treatment. The findings from this analysis will help determine whether the method employed was successful in enhancing students' writing abilities.

The results of the N-Gain test related to writing ability of control class students are presented in the following table:

Control Class			
No.	Name	N-Gain Score	Category
1.	ASR	0,1	Low
2.	ASW	0,3	Low
3.	AYR	0,1	Low
4.	AHN	0,3	Low
5.	ADS	-0,96	Low
6.	BPPP	-0,3	Low
7.	DAP	0,3	Low
8.	DAMF	0,8	High
9.	DARD	-0,2	Low
10.	EJI	0,5	Medium
11.	FDS	0,7	High
12.	FIF	0,6	Medium

No.	Name	N-Gain Score	Category
13.	FAR	0,5	Medium
14.	GRRF	-0,1	Low
15.	IZDP	0,3	Low
16.	MPJ	0,2	Low
17.	MNAN	0,2	Low
18.	MRAP	0	Low
19.	MAD	0,5	Medium
20.	MDAQ	0,7	High
21.	MDA	-0,4	Low
22.	MFFRS	0,3	Low
23.	MSS	0,5	Medium
24.	MZAA	0,4	Medium
25.	NIH	0,6	Medium
26.	RNI	0,05	Low
27.	RZA	-0,2	Low
28.	SLR	0,2	Low
29.	VFKA	-0,4	Low
Average Score		**0**	**Low**

Table 23 Result of N-Gain Test Control Class

The results of the N-Gain test related to writing ability of experimental class students are presented in the following table:

Experimental Class			
No.	**Name**	**N-Gain Score**	**Category**
1.	AAP	0,7	High

2.	ABA	0,8	High
3.	ANM	0,6	Medium
4.	AJT	0,8	High
5.	AR	0,7	High
6.	AWH	0,7	High
7.	AAM	0,4	Medium
8.	BAI	0,8	High
9.	FBW	0,7	High
10.	HAZ	0,8	High
11.	KA	0,3	Low
12.	LPFM	0,4	Medium
13.	LDV	0,8	High
14.	MABY	0,5	Medium
15.	MU	0,9	High
16.	MNB	0,7	High
17.	MAH	0,7	High
18.	MIA	0,6	Medium
19.	MAA	0,8	High
20.	MA	0,4	Medium
21.	MDAH	0,4	Medium
22.	MFA	0,5	Medium
23.	MHRL	0,8	High
24.	NFK	0,7	High

25.	NAP	0,8	High
26.	NONP	0,7	High
27.	NS	0,6	Medium
28.	RIM	0,7	High
29.	RPP	0,2	Low
30.	RRS	0,7	High
Average Score		**1**	**High**

Table 24 Result of N-Gain Experimental Class

The N-Gain results for students in both the experimental and control classes are shown in the table above. In the control class, 3 students are categorized as "high," 7 students as "medium," and 19 students as "low." In contrast, the experimental class has 19 students in the "high" category, 9 students in the "medium" category, and only 2 students in the "low" category.

The average N-Gain in the control class is 0, which places it in the "low" category, while in the experimental class, the average N-Gain is 1, placing it in the "high" category. Therefore, it can be concluded that the Memrise application is more effective in enhancing students' writing skills compared to the traditional teaching methods used in the control class.

4.2. Discussion

The findings of this study demonstrate that the Memrise application has a notable impact on enhancing students' writing skills in descriptive texts. This is evident from the difference in the average scores of students in the

experimental class after using the Memrise application, in contrast to the control class, which followed traditional teaching methods. This study provides a new contribution, different from previous studies by Taebenu & Katemba (2021), Nuralisah & Kareviati (2020), and Santri (2020), which focused more on vocabulary mastery. This study expands the function of Memrise not only as a medium for introducing vocabulary, but also as a tool that supports writing productivity.

This is evidenced by the increase in the average score of students in the experimental class after being given treatment in the form of learning using the Memrise application, compared to the control class which only used conventional methods. The experimental class recorded an increase in scores from 53.07 to 84.80, while the control class only increased from 54.10 to 66.52. This difference shows that the use of digital media in the writing learning process provides more effective results than traditional methods. The increase in writing performance is closely linked to vocabulary mastery, which plays a fundamental role in students' writing development. As stated by Farooq (2012), without a sufficient vocabulary base, students struggle to express ideas effectively in writing. Therefore, the Memrise application, by reinforcing vocabulary in a structured and engaging way, supports students not only in learning new words but also in using them to build coherent, varied, and well-organized descriptive texts—demonstrating its effectiveness in improving junior high school students' English writing.

Post-test results showed significant differences in students' writing performance, as measured by a scoring rubric adapted from Anderson (2003:),

which assessed six main aspects: ideas and development, organization, vocabulary, sentence structure, capitalization and punctuation, and spelling. The most significant gains were found in vocabulary and ideas and development, indicating that Memrise use effectively on students' word choice and their ability to elaborate on topics with clearer and more developed ideas. Students also demonstrated better organization in structuring their paragraphs, and improvements in sentence structure were evident through fewer grammatical errors and greater variation in sentence length. In addition, the number of errors in mechanics such as punctuation, capitalization, and spelling decreased, indicating greater attention to writing conventions.

The research design used was a quasi-experimental with a nonequivalent control group design type, which is suitable for use in real situations where random distribution is not possible. This design is relevant to the explanations of Maciejewski (2018) and Sokolowski (2015) who stated that this method is suitable for use in the context of formal education. For data analysis, the Mann-Whitney U statistical test was used because the data was not normally distributed. In accordance with the theory explained by Indrayadi & Tony (2020) and Sugiyono (2016), this test is suitable for comparing two independent groups in a design like this. The test results show a significance value of 0.000 <0.05, which means there is a significant difference between the experimental class and the control class.

The ability to write descriptive texts of students in the experimental class was generally superior to that of the control class. They were able to describe objects, people, or places with clearer details, more precise vocabulary, and

more structured sentences. These results confirm that vocabulary reinforcement through digital media specifically the Memrise application can effectively support students' ability to express ideas in writing. This directly supports the main focus of this study, which is to examine the effectiveness of the Memrise application on junior high school students' English writing, particularly in composing descriptive texts. Furthermore, this finding is in line with Husna & Yuliani (2021), who emphasized the importance of introducing students to various types of texts, including descriptive texts, and with Suminar & Putri (2018), who stated that descriptive writing helps students describe something clearly and concretely.

Not only from the linguistic side, this success is also related to increasing student learning motivation. The Memrise application has been proven to be able to create an interesting and enjoyable learning experience through gamification features. According to Hasanah Lubis et al. (2023), the use of digital learning media can increase students' motivation and writing skills simultaneously. Memrise uses mnemonic techniques and interactive flashcards that make it easier for students to remember vocabulary (Karjo & Andriani, 2018). The game-based approach applied also provides motivational encouragement so that students are more enthusiastic and consistent in learning (Hutabarat, 2019; Somantri et al., 2020). Thus, technology is not only a learning aid, but also a medium that increases students' enthusiasm for learning.

The study was conducted for five weeks with systematic stages, starting from pretest, treatment, to posttest. At the beginning of the activity, all students were given the task of writing descriptive texts about family members to

measure their initial abilities. After that, students in the experimental class were introduced to the Memrise application and given training on how to use its features. They took part in vocabulary strengthening exercises independently and in a structured manner, then applied them in writing sentences and paragraphs. Meanwhile, students in the control class took part in conventional learning through teacher explanations and exercises in textbooks. At the end of the study, all students took part in a posttest with the same format to measure the development of their writing skills.

The type of text used in this study is descriptive text, as explained by Kane (1998), which is a text that aims to describe something sensorily so that readers can imagine it. In relation to the research focus, the use of descriptive texts allowed the researcher to measure students' ability to express detailed ideas in writing, which is a key aspect of writing proficiency. Students in the experimental class, who learned vocabulary through the Memrise application, were able to produce more vivid and detailed descriptions of their family members, both physically and in terms of personality. This difference in writing quality reflects the effectiveness of the Memrise application in enhancing students' English writing skills, as stated in the research title.

Overall, the results of this study indicate that the integration of technology into writing learning, especially through the use of Memrise, can improve the effectiveness of learning. This application not only helps students enrich their vocabulary, but also encourages them to build better sentence structures and more coherent writing. In addition, students also showed increased confidence in writing because the learning process was fun and not boring. Although

challenges such as internet access, time constraints, and variations in technological abilities among students still need to be considered, this study proves that digital-based learning can be an effective strategy to improve students' writing skills in the modern era.

CHAPTER V

CONCLUSION

This last section discusses the overall findings of the study based on the discussions in the previous chapter. It also includes suggestions aimed at teachers and future researchers to improve the implementation of Memrise in writing instruction.

5.1. Conclusion

The results of the research indicate that the use of the Memrise application has a positive and significant effect. In other words, the application has an impact on improving the writing skills of eighth-grade students at SMP NAMIRA Kota Probolinggo. The average post-test score in the experimental class was 84.80, while in the control class, it was 53.07. This significant difference indicates that the interactive features of Memrise, such as vocabulary repetition, engaging exercises, and structured learning, contribute to students' ability to construct well-organized descriptive texts. Furthermore, the N-Gain test results demonstrated that students in the experimental class achieved a higher level of improvement compared to those in the control class. This suggests that the Memrise application effectively supports the enhancement of students' vocabulary, sentence structuring, and overall writing skills.

5.2. Suggestion

Based on data analysis and conclusions that have been carried out and written by researcher, there are several suggestions that can be recommended, including:

5.2.1. For Student

Students should take advantage of digital learning tools like Memrise on their English writing skills. Engaging with the app's interactive exercises regularly can help build a stronger vocabulary base and improve sentence coherence.

5.2.2. For Teacher

English teachers are encouraged to incorporate Memrise into their teaching strategies, especially when teaching descriptive writing. The app can be used as an additional tool to help students improving their vocabulary and sentence structure skills.

5.2.3. For Future Research

Further research could examine the long-term effects of Memrise on students' writing skills and its effectiveness across genres such as narrative, argumentative, or expository writing. Further research could also examine how Memrise can be combined with other digital learning platforms to maximize students' language acquisition.

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APPENDICES

Appendix I Survey Permit

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor	: 4007/Un.03.1/TL.00.1/11/2024	19 November 2024
Sifat	: Penting	
Lampiran	: -	
Hal	: **Izin Survey**	

Kepada

Yth. Kepala SMP Namira Kota Probolinggo
di

Probolinggo

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Khumairo Qurrotu'ain
NIM	:	210107110062
Tahun Akademik	:	Ganjil - 2024/2025
Judul Proposal	:	**The Effectiveness of Memrise Application on Studen't English Writing in Junior High School**

Diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

a.n Dekan,
Wakil Dekan Bidang Akaddemik

Muhammad Walid, MA
19730823 200003 1 002

Tembusan :

1. Ketua Program Studi TBI
2. Arsip

Appendix II Research Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor	: 4600/Un.03.1/TL.00.1/12/2024	17 Desember 2024
Sifat	: Penting	
Lampiran	: -	
Hal	: Izin Penelitian	

Kepada

Yth. Kepala SMP Namira Kota Probolinggo
di
     Probolinggo

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Khumairo Qurrotu'ain
NIM	:	210107110062
Jurusan	:	Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	:	Ganjil - 2024/2025
Judul Skripsi	:	**The Effectiveness of Memrise Application on Studen't English Writing in Junior High School**
Lama Penelitian	:	**Januari 2025** sampai dengan **Maret 2025** (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

An.Dekan,
Wakil Dekan Bidang Akaddemik

Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

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Appendix III Validation Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor   : B-4139/Un.03/FITK/PP.00.9/12/2024   16 Desember 2024
Lampiran   : -
Perihal   : Permohonan Menjadi Validator

Kepada Yth.
Maslihatul Bisriyah M, TESOL.
di –
      Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama	:	Khumairo Qurrotu'ain
NIM	:	210107110062
Program Studi	:	Tadris Bahasa Inggris (TBI)
Judul Skripsi	:	The Effectiveness Of Memrise Application On Student'S English Writing In Junior High School
Dosen Pembimbing	:	Rendhi Fatrisna Yuniar M.Pd.

maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

a.n Dekan
Wakil Dekan Bid. Akademik

Dr. Muhammad Walid, M.A
NIP. 197308232000031002

Appendix IV Instrument Validation Letter

Validation Sheet

English Vocabulary Sheet

"The Effectiveness of Memrise Application on Student's English Writing in Senior High School"

Validator	: Maslihatul Bisriyah, M.TESOL,
NIP	: 198909282019032016
Expertise	: English Language Teaching
Instance	: Maulana Malik Ibrahim State Islamic University of Malang
Validation Date	: 16/12/2024

A. Introduction

This validation sheet aims to obtain an assessment from the Validator on my research instrument in the form of a pre-test and post-test of English writing. This instrument will be addressed to the research subjects, namely SMP Namira Kota Probolinggo class VIII students. All comments and suggestions provided are very important for researchers to improve the quality of the instrument. Thank you for your willingness to be a validator in my research.

B. Guidance

1. In this section, asses by ticking (✓) with the following criteria to the columns below:

   1: Very poor

   2: Poor

   3: Average

   4: Good

   5: Excellent

2. Please give comments and suggestion in the columns below:

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C. Validation Sheet

No	Aspect	Score 1	2	3	4	5
1.	**Suitability of Instrument with basic competencies** **Basic Competience** By the end of Phase D, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position.				✓	
2.	**Instrument Indicator** Clarity of question items contained in the research instrument					✓
3.	Clarity of instrument on each question items contained in the research instrument				✓	
4.	The research instrument is relevant with the relevant with the research objectives					✓
5.	The research instrument can help the researcher find out student's abilities in writing skills.					✓
6.	The research instrument is easy to understand					✓
7.	Each question has one correct or most correct answer ·					✓
8.	The research using proper grammar					✓
9.	The choice of answers to the research instrument is appropriate and logical in terms of material					✓
10.	The subject matter must be formulated clearly and unequivocally				✓	

D. Suggestion

....
....
....
....
....
....
....

E. Conclusion

Based on the validation sheet above, it can be concluded that the instruments that have been made is:

Please cross out (abcd) the answer that doesn't match the conclusion you gave.

1. The instrument can be used without revision.

2. The instrument can be used with alight revision.

3. The instrument can be used with many revisions.

4. The instrument can be used.

Malang, December 17, 2024

Validator

Maslihatul Bisriyah, M.TESOL,
198909282019032016

Appendix V Learning Module

ENGLISH LANGUAGE TEACHING
MODULE CLASS VIII/PHASED
MATERIAL DESCRIPTIVE TEXT

A.	ComponentInformationGeneral	
	Component	**Description**
1.	**InformationGeneralDevicesTeach**	
	NameCompiler	KHUMAIRO QURROTU'AIN
	NameInstitutions	JUNIOR HIGH SCHOOLNamiraKotaProbolinggo
	YearLesson	2025–2026
	LevelSchool	Junior High School
	Phase/Class	D / VIII
	Semester	II
	AllocationTime	6 x40 minutes
2.	**CompetenceBeginning**	
	Knowledge and/orSkills orCompetencePrerequisite	Students are able to analyze social functions, text structures, and linguistic elements of texts.oral and written in the form of descriptive text
3.	**ProfileStudentPancasila**	
	Pancasila Student ProfileWhichrelated	1. Creative 2. Reasoningcritical 3. Mutual cooperation
4.	**MeansAndInfrastructure**	
	Facility	Mobile phone,laptop,projector
	EnvironmentStudy	Class
5.	**TargetParticipantEducate**	Regular students, students with learning difficulties, students withachievementtall.
6.	**AmountParticipantEducate**	…student
7.	**MODA/Method/ ModelLearning**	Offline Discussion, Q&A , Presentation *Discovery Learning*
B.	**Core Components**	
1.	**ObjectiveLearning**	
	1.1Students are able to introduce themselves and others. 1.2 Students are able to talk about hobbies. 1.3 Students are able to describe physical and personality characteristicsperson. 1.4 Students are able to describe their daily activities.	
2.	**Assessment**	
	Formative Assessment Summative Assessment	

3.	**UnderstandingMeaningful**	
	Descriptive text is text that contains a description of an object, whether a living creature, object, place, or event in detail, so that the reader feels as if they see, hear, feel, or experience for themselves what the writer is describing.	
4.	**QuestionIgniter**	
	1. Who is in your family ? 2. What do you know about descriptive text?	

C.	**Learning Activities**	
	Steps	• TeacherseeconditionparticipanteducateAnd conditionclass • Teacherpreparepre-test • Teacherpreparepost test • Teacher prepares memrise application
5.	**ActivityLearning**	
		Meeting 1
		Introduction
	Beginning (5 minutes)	• Teacherto inviteWrongOneparticipanteducateleadprayer • Teachergiveregards • Teacheraskconditionparticipanteducate • Teachercheckpresencestudent • TeacherMotivatestudentForStudyLanguageEnglish • TeacherexplainaboutcompetencebaseAndobjectivelearning,Andtechniqueevaluationday This
	Core (70 minutes)	**Providing stimulation** • The teacher explains the meaning and structure of Descriptive Text (Identification and Description) • The teacher introduces the *Memrise application* and how to use it to learn descriptive text vocabulary . • The teacher introduces vocabulary related to descriptive text using *Memrise.*(Literacy)

Identification of problems
- Teachers help students download and register on the Memrise app.
- The teacher introduces the "Describing Family" module in Memrise and shows how to use the "Learn New Words" feature. (**Communication**)
- Students try out some words or phrases relevant to the topic of family.

Data collection
- The teacher gave the task of repeating the vocabulary exercises in Memrise at home and taking notes. what vocabulary only what they can remember .

Closing (5 minutes)	- Teachers and students provide reflections on today's learning 1) What do you know about descriptive text? - The teacher expressed his gratitude for the cooperation and active participation of the students. - The teacher conveys a moral message related to the learning process - The teacher invites one of the students to end the lesson with a prayer. - The teacher greets

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	Meeting 2
Beginning (5 minutes)	• The teacher asks one of the students to lead the prayer. • The teacher greets • The teacher asks about the students' condition • The teacher checks student attendance • Teachers motivate students to learn English • The teacher explains about basic competencies and learning objectives, and today's assessment techniques.
Core (70 minutes)	**Data processing** • Students are asked to collect the results of writing vocabulary that they have successfully remembered. **Proof** • Teacher reviews repeat vocabulary that has been taught at the meeting previously **Identification of problems** • Students independently use Memrise to practice new vocabulary. The teacher monitors and provides guidance. • The teacher conducts a question and answer session to ensure vocabulary understanding. (**Communication**) **Data collection** • Participant educate asked to write one a short descriptive paragraph about one of his family members using vocabulary from Memrise.(**Creativity**) **Data processing** • Students are asked to choose one person who will described and wrote it down in the assignment book. (**Creativity, Critical Thinking**) **Proof** • Students present in front of the class .(**Communication**) • Students get feedback from the teacher about the correctness of the steps explained in their procedural text.(**Literacy**)

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Closing (5 minutes)	• Teachers and students provide reflections on today's learning Like 👍 Dislike 👎 • The teacher expressed his gratitude for the cooperation and active participation of the students. • The teacher conveys a moral message related to the learning process • The teacher invites one of the students to end the lesson with a prayer. • The teacher greets
Meeting 3	
Beginning (5 minutes)	• The teacher asks one of the students to lead the prayer. • The teacher greets • The teacher asks about the students' condition • The teacher checks student attendance • Teachers motivate students to learn English • The teacher explains about basic competencies and learning objectives, and today's assessment techniques.
Core (70 minutes)	**Providing stimulation** • The teacher reviews the previous material and conveys the final learning objective, namely writing a complete descriptive text about the family. **Identification of problems** • Students try apply the application and discuss the vocabulary introduced by the teacher. • After the discussion, the teacher and students discuss the vocabulary that has been introduced (**Communication**) **Data collection** • The teacher prepares a game that contains question around vocabulary that has been learned applied *Memrise* , and students are asked to form groups consists of from 4 people (**Collaboration**) **Data processing** • Students are asked to choose one person who will described*appearance* & *personality* (apart from member the

		family that has been described previously). And that way is repeated until all group members have described .(Creativity, Critical Thinking)
		Proof
		• One of Student representatives present the results in front of the class obtained from members of each group .(Communication)
		• Students get feedback from the teacher about the correctness of the steps explained in their procedural text.(Literacy)
	Closing (5 minutes)	**Closing**
		• Teachers and students provide
		1) What learning method helps you most in practicing your learning?
		2) What difficulties did you encounter in learning these expressions?
		• Teacherto pronounceThank YouoncooperationAndparticipationactivel earners
		• Teacherconveymessagemoralrelatedprocess learning
		• Teacherto inviteWrongOneparticipanteducateForendl earningwithprayer
		• Teachergiveregards
6.	**Assessment n**	
	Formative Assessment	1. **Knowledge of Forms:oral question**
		2. **Form Skills: Participants learn to make descriptive text**
		3. **Attitude Profile of Pancasaila Students Form: Mutual cooperation**
	Summative Assessment	- **Daily tests**
7.	**EnrichmentAndRemedial**	
	Enrichment is given to students who have exceeded the learning objective achievement criteria (KKTP) in the form of additional readings from similar types of texts to enrich knowledge. Remedial is given to students who have not exceeded the learning objective achievement criteria (KKTP) in the form of re-learning and/or re-	

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		assessment.	
8.	**ReflectionParticipantEducateAndTeacher**		
	QuestionKey	1. WhetherYouLikewithactivitylearningThis ? 2. Is there anymatterinterestingother? 3. MethodStudyWhichHowWhichmosthelp youinto practicelearning? 4. DifficultyWhatjustWhichYoumeetinlearn expressionsThis? 5. WhetherYoufinddifficultyinunderstandins tructions/order? 6. HowYoucanKeep goingto practiceskillsThis?	
C.	**Attachment**		
1.	**MaterialReadingStudent**	English Book for Junior High School/Islamic Junior High School Semester 2	
2.	**MaterialReadingTeacher**	English Module Work in Progress	
3.	**ListLibrary**	Hermawan, B., Haryanti , D., &Suryaningsih , N. (nd). ENGLISH Work in Progress Work in Progress. https://buku.kemdikbud.go.idhasa English: work in progress class 10	

Appendix VI Scoring Rubric

Adapted from Anderson (2003: 92)

- Categories for Evaluating Writing

Categorization		Description
Ideas and development	1	Weak development of topic
	2	Adequate development of topic; listing details
	3	Good development of topic
	4	Extensive development of topic; strong support of main idea in detail.
Organization	1	Not organized
	2	Sparsely organized; lack of sequence
	3	Fairly well organized; flow and sequence evident
	4	Completely organized, smooth flow with strong sequence
Vocabulary	1	Poor or inadequate word choice
	2	Fair word choice; simple words
	3	Good word choice; meaning is clear
	4	Visual and imaginative word choice; appropriate use of vocabulary
Sentence structure	1	Poor, many errors
	2	Fair, choppy with variety
	3	Adequate, few errors and several varieties of lengths

	4	Excellent ; no errors and variety of lengths
Capitalization and punctuation	1	Many errors (over 10)
	2	Some errors (6-10)
	3	Very few errors (1-5)
	4	Error free
Spelling	1	Many errors (over 10)
	2	Some errors (6-10)
	3	Very few errors (1-5)
	4	Error free

- Model of Scoring Composition

No.	The Writing Aspects	The Maximum Score
1	Ideas and development	1-4
2	Organization	1-4
3	Vocabulary	1-4
4	Sentence structure	1-4
5	Capitalization and punctuation	1-4
6	Spelling	1-4
	Total Score	6-24
	Final Score	$\frac{Total\ Score}{Maximum\ Score} \times 100$

Appendix VII Try Out Test English Writing

QUESTION GRID OF VALIDITY

GRIDWRITING VALIDITY QUESTION

NameSchool : Junior High SchoolNamiraKota Probolinggo
Subject :English lessons
Class/Semester : VIII /Even
AmountQuestion : 6
Time : 80Minutes

AchievementsLearning	Chapter/Unit	LearningObjectives	Type ofQuestion	Number ofQuestion
By the end of Phase D, students communicate their ideas and experiences through simple, structured paragraphs, showing development in the use of specific vocabulary and simple sentence structures. Using examples, they plan, write, and present informational, imaginative, and persuasive texts using simple and compound sentences to construct arguments and explain or defend a point of view.	Descriptive Text	1.1.Students are able to introduce themselves and others. 2.1.Students are able to talk about hobbies. 3.1.Students are able to describe physical and personality characteristicsperson. 4.1.Students are able to describe their daily activities.	Essay	6

Appendix VIII Try Out Test English Writing

Read the following text carefully!

My Father is The Family Pillar

My father is the person I admire the most in my family. He is a tall, strong man with a friendly face and gentle brown eyes. Despite his serious appearance, he is a warm and caring person. My father's hair is beginning to show some gray , which I think makes him look even wiser. He is always dressed neatly, usually in a simple shirt and jeans, which makes him look approachable and easygoing .

My father is a hard worker. Every day, he leaves early in the morning and returns in the evening after a long day at work. Even though he is tired, he always spends time with us, either by helping us with homework, telling us stories, or just chatting with us about our day. He believes in the value of education and often reminds us to work hard and pursue our dreams. My father also has a great sense of humor . When the family gathers, he tells funny jokes that make us all laugh, helping us forget our worries for a while.

What I admire most about my father is his patience. I remember one day when I accidentally broke his favorite coffee mug. Instead of getting angry, he smiled and said that mistakes are a part of life. He taught me that patience and understanding are more important than perfection. My father is also very helpful. He often helps our neighbors and friends when they need help, whether it's fixing something or giving advice.

For me, my father is more than just a parent; he is a role model and a source of strength. I hope to become as kind, hardworking, and wise as he is someday.

Please answer the following questions:

Question	Bloom's Taxonomy
1. Who is the author talking about in the text?	C1
2. Describe the appearance of the writer's father!	C2
3. Choose one father character from the text and explain why he is important to a family!	C3
4. What is the first paragraph explaining about?	C4
5. What is the conclusion of the text about?	C5
6. Write a descriptive paragraph about "a male" family member you admire. Includes a description of his physical appearance and the qualities that make him special to you!	C6

Appendix IX Pre-Test English Writing

Nama : ....

Kelas : ....

Read the following text carefully!

My Father is The Family Pillar

My father is the person I admire the most in my family. He is a tall, strong man with a friendly face and gentle brown eyes. Despite his serious appearance, he is a warm and caring person. My father's hair is beginning to show some gray, which I think makes him look even wiser. He is always dressed neatly, usually in a simple shirt and jeans, which makes him look approachable and easygoing.

My father is a hard worker. Every day, he leaves early in the morning and returns in the evening after a long day at work. Even though he is tired, he always spends time with us, either by helping us with homework, telling us stories, or just chatting with us about our day. He believes in the value of education and often reminds us to work hard and pursue our dreams. My father also has a great sense of humor. When the family gathers, he tells funny jokes that make us all laugh, helping us forget our worries for a while.

What I admire most about my father is his patience. I remember one day when I accidentally broke his favorite coffee mug. Instead of getting angry, he smiled and said that mistakes are a part of life. He taught me that patience and understanding are more important than perfection. My father is also very helpful. He often assists our neighbors and friends when they need help, whether it's fixing something or giving advice.

For me, my father is more than just a parent; he is a role model and a source of strength. I hope to become as kind, hardworking, and wise as he is someday.

Please answer the following question:

1. Who is the author talking about in the text?
2. Describe the appearance of the writer's father!
3. Choose one father character from the text and explain why he is important to a family!
4. What is the first paragraph explaining about?
5. What is the conclusion of the text about?
6. Rewrite a descriptive paragraph about "a male" family member you admire. Include a description of his physical appearance and the qualities that make him special to you!

Appendix X Post Test English Writing

Nama : ....

Kelas : ....

Read the following text carefully!

The Light of Our Family

My sister is the person I admire the most in my family. She has a warm smile that makes everyone feel welcome and sparkling brown eyes full of kindness. Her long, shiny hair is always neatly styled, making her look graceful and confident. She enjoys wearing simple but stylish outfits that reflect her cheerful personality.

My sister is very talented and creative. She loves drawing and painting, often creating beautiful artwork that decorates our home. Watching her mix colors and bring her ideas to life on canvas inspires me to be more creative. Sometimes, she even helps me with my school art projects, sharing tips and encouraging me to try new techniques.

What I admire most about my sister is her kindness. She always listens when I need someone to talk to and offers comforting words when I feel down. I remember when I was sick and couldn't go on a school trip. She surprised me by organizing a fun movie night at home so I wouldn't feel left out.

My sister is also very responsible. She takes her schoolwork seriously and still finds time to help around the house. Whether it's cooking dinner or tidying up, she never complains and always works with a smile.

For me, my sister is more than just a sibling. She is a role model, a supportive friend, and someone I can always count on. I hope to be as creative, kind, and dependable as she is someday.

Please answer the following question:

1. Who is the author talking about in the text?
2. Describe the appearance of the writer's sister!
3. Choose one sister character from the text and explain why he is important to a family!
4. What is the first paragraph explaining about?
5. What is the conclusion of the text about?
6. Rewrite a descriptive paragraph about "a female" family member you admire. Include a description of her physical appearance and the qualities that make her special to you!

Appendix XI Students Answer Sheet

(3)

Nama : Lucky Dwin Werdana

Kelas : VIII – B

Read the following text carefully!

My Father is The Family Pillar

My father is the person I admire the most in my family. He is a tall, strong man with a friendly face and gentle brown eyes. Despite his serious appearance, he is a warm and caring person. My father's hair is beginning to show some gray, which I think makes him look even wiser. He is always dressed neatly, usually in a simple shirt and jeans, which makes him look approachable and easygoing.

My father is a hard worker. Every day, he leaves early in the morning and returns in the evening after a long day at work. Even though he is tired, he always spends time with us, either by helping us with homework, telling us stories, or just chatting with us about our day. He believes in the value of education and often reminds us to work hard and pursue our dreams. My father also has a great sense of humor. When the family gathers, he tells funny jokes that make us all laugh, helping us forget our worries for a while.

What I admire most about my father is his patience. I remember one day when I accidentally broke his favorite coffee mug. Instead of getting angry, he smiled and said that mistakes are a part of life. He taught me that patience and understanding are more important than perfection. My father is also very helpful. He often assists our neighbors and friends when they need help, whether it's fixing something or giving advice.

For me, my father is more than just a parent; he is a role model and a source of strength. I hope to become as kind, hardworking, and wise as he is someday.

Please answer the following question:

1. Who is the author talking about in the text? ~~a child from the father family~~
2. Describe the appearance of the writer's father!
3. Choose one father character from the text and explain why he is important to a family!
4. What is the first paragraph explaining about?
5. What is the conclusion of the text about?
6. Rewrite a descriptive paragraph about "a male" family member you admire. Include a description of his physical appearance and the qualities that make him special to you!

1. a child from the ~~father~~ father's family

2. he is tall, strong man with a friendly face, gentle brown eyes, father's hair is beginning to show some gray ~~and~~ and he is a warm and caring person

3. Father is a hard worker, he believes in the value of education and often reminds us to work hard and pursue our dreams.

4. ~~The~~ the appearance of father

5. Father is the most important part of the family

6 My father is the most handsome ~~peson~~ person in my family and he always tells me about how important the life

Nama : Bintang
Kelas : 8b

Read the following text carefully!

The Light of Our Family

My sister is the person I admire the most in my family. She has a warm smile that makes everyone feel welcome and sparkling brown eyes full of kindness. Her long, shiny hair is always neatly styled, making her look graceful and confident. She enjoys wearing simple but stylish outfits that reflect her cheerful personality.

My sister is very talented and creative. She loves drawing and painting, often creating beautiful artwork that decorates our home. Watching her mix colors and bring her ideas to life on canvas inspires me to be more creative. Sometimes, she even helps me with my school art projects, sharing tips and encouraging me to try new techniques.

What I admire most about my sister is her kindness. She always listens when I need someone to talk to and offers comforting words when I feel down. I remember when I was sick and couldn't go on a school trip. She surprised me by organizing a fun movie night at home so I wouldn't feel left out.

My sister is also very responsible. She takes her schoolwork seriously and still finds time to help around the house. Whether it's cooking dinner or tidying up, she never complains and always works with a smile.

For me, my sister is more than just a sibling. She is a role model, a supportive friend, and someone I can always count on. I hope to be as creative, kind, and dependable as she is someday.

Please answer the following question:

1. Who is the author talking about in the text?
2. Describe the appearance of the writer's sister!
3. Choose one sister character from the text and explain why he is important to a family!
4. What is the first paragraph explaining about?
5. What is the conclusion of the text about?
6. Rewrite a descriptive paragraph about "a female" family member you admire. Include a description of her physical appearance and the qualities that make her special to you!

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1. The authors sister

2. ☺ She has brown eyes, long shiny hair, neatly styled

3. Kindnes because it is important for me to maintain emphaty in my family

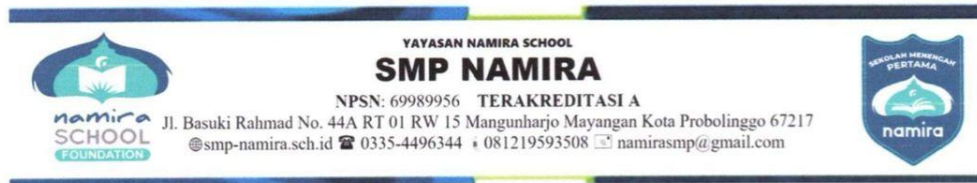4. The first paragraph is explaining about the aperance's sister

5. The conclusion is apperiance of the author sister. Sister having a lot of character of
The family and important for family

6. My mother is a very import tant person in the family because my mother
is a very dibigent person and my mother is creative in anything and
very helpful to my family an she's Always help me when i'm having
trouble on Studiying and I isso admire my mother
My mother has beautiful face black long hair, white skin, she has
brown eyes and flat nouse. even she has flat nguse she is still
beautiful.
Why i am very admire of the mother, Because my mother is the
best person in the family, and she is always patient in any
case and she also often help people because of ~~that~~ that i'am very
admire in my mother

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Appendix XII Letter of Completion Research

YAYASAN NAMIRA SCHOOL
SMP NAMIRA
NPSN: 69989956   TERAKREDITASI A
Jl. Basuki Rahmad No. 44A RT 01 RW 15 Mangunharjo Mayangan Kota Probolinggo 67217
🌐 smp-namira.sch.id ☎ 0335-4496344 ▪ 081219593508 ✉ namirasmp@gmail.com

SURAT KETERANGAN
Nomor : 217/SNMR/9/IV/2025

Yang bertanda tangan dibawah ini:

Nama	:	Gatot Ary Bowo, S.Pd.
NIP	:	-
Pangkat/Gol	:	-
Jabatan	:	Kepala SMP Namira Probolinggo

Menerangkan dengan sebenarnya:

Nama	:	Khumairo Qurrotu'ain
NIM	:	210107110062
Pendidikan	:	Mahasiswa Universitas Islam Negeri Maulana Malik Ibrahim Malang Fakultas Ilmu Tarbiyah dan Keguruan
Jurusan	:	S1 - Tadris Bahasa Inggris (TBI)
Judul Skripsi	:	THE EFFECTIVENESS OF MEMRISE APPLICATION ON STUDENT'S ENGLISH WRITING IN JUNIOR HIGH SCHOOL
Lama Penelitian	:	16 Januari sampai dengan 20 Februari 2025

Yang bersangkutan adalah benar-benar telah melakukan penelitian di SMP NAMIRA Probolinggo.

Demikian surat keterangan ini kami buat dengan sebenarnya, untuk digunakan sebagaimana mestinya.

Probolinggo, 16 April 2025

Kepala Sekolah,

Gatot Ary Bowo, S.Pd.

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Appendix XIII Documentation

Appendix XIV Curriculum Vitae

CURRICULUM VITAE

Nama Lengkap   : Khumairo Qurrotu' ain

Tempat, Tanggal Lahir   : Mojokerto, 07 November 2002

Jenis Kelamin   : Perempuan

Agama   : Islam

Fakultas, Jurusan   : FITK, Tadris Bahasa Inggris

Perguruan Tinggi   : UIN Maulana Malik Ibrahim Malang

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Riwayat Pendidikan

1. TK Bustanul Ulum   2007-2008
2. MI Bustanul Ulum   2008-2014
3. MTs Miftahul Qulub   2014-2017
4. MA Miftahul Qulub   2017-2020
5. UIN Maulana Malik Ibrahim Malang   2021-sekarang

Malang, 23rd April 2025

The Researcher,

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