



INNOVATIVE: Journal Of Social Science Research

Volume 3 Nomor 2 Tahun 2023 Page 555-570

E-ISSN 2807-4238 and P-ISSN 2807-4246

Website: <https://j-innovative.org/index.php/Innovative>

The Influence Of Using Memrise Application On The Students' Pronunciation Mastery Of The Eight Grade At SMPN 2 Girsang Sipangan Bolon

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Abstrak

Skripsi ini tentang Pengaruh Penggunaan Aplikasi Memrise terhadap Penguasaan Pengucapan Siswa Kelas VIII SMPN 2 Girsang Sipangan Bolon. Tujuan penelitian ini untuk mengetahui pengaruh Aplikasi Memrise terhadap penguasaan pengucapan siswa di SMPN 2 Girsang Sipangan Bolon. Rancangan penelitian yang digunakan dalam penelitian ini adalah rancangan kuantitatif experimental yang bersifat true experimental. Populasi penelitian ini adalah siswa kelas VIII SMPN 2 Girsang Sipangan Bolon dengan enam kelas, dan jumlah siswa seluruhnya (161). Sampel penelitian ini ada dua kelas yang dipilih dengan menggunakan random sampling. Sampel dibagi menjadi dua kelompok; kelompok pertama adalah 28 siswa sebagai kelompok eksperimen. Kelompok kedua adalah 28 siswa sebagai kelompok control. Instrumen yang digunakan untuk mengumpulkan data adalah tes pengucapan dengan jumlah kata 20 buah. Tes di bagi menjadi dua; pre-test dan post-test. Data dianalisis menggunakan rumus t-test untuk melihat apakah aplikasi Memrise berpengaruh terhadap penguasaan pengucapan siswa. Hasil analisis menunjukkan bahwa t-hitung (2,93) lebih tinggi dari t-tabel (2,005) dengan tingkat signifikansi (0,05) dan derajat kebebasan (df) (54). Hasil analisis menunjukkan bahwa hipotesis alternatif (Ha) penelitian diterima dan hipotesis nol (Ho) ditolak karena $t\text{-hitung} > t\text{-tabel} = 2,93 > 2,005$. Aplikasi Memrise sangat membantu

siswa dalam belajar bahasa Inggris karena banyak materi topik dan latihan yang sangat menantang sehingga siswa tidak bosan belajar bahasa Inggris. Disimpulkan bahwa aplikasi Memrise direkomendasikan dalam penguasaan pengucapan siswa kelas delapan SMP karena berada diatas KKM (70).

Kata Kunci: *Penguasaan Pengucapan, Aplikasi Memrise, Pengajaran Pengucapan*

Abstract

This thesis about the Influence of Using Memrise Application on the Students' Pronunciation Mastery of the Eight Grade At SMPN 2 Girsang Sipangan Bolon. The objective of this study is to find out the influence of Memrise application on students' pronunciation mastery in SMPN 2 Girsang Sipangan Bolon. The research design used in this study was experimental quantitative design which true experimental. The population of this study were students of class VIII SMPN 2 Girsang Sipangan Bolon with six classes, and the total number of students was (161). The sample of this research were two classes which were selected by using random sampling. The sample was divided into two groups; the first group is 28 students as the experimental group. The second group was 28 students as the control group. The instrument used for collectong the data was a pronunciation test with 20 words. The test was divided into two; pre-test and post-test. The data were analyzed using the t-test formula to see whether the Memrise application had an influence on students' pronunciation mastery. The results of the analysis shows that t-test (2.93) is higher than t-table (2.005) with the level of significanct (0.05) and degree of freedom (df) (54). The results of the analysis shows that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected because $t\text{-test} > t\text{-table} = 2.93 > 2.005$. The Memrise application really helps students in learning English because there are many topics and exercises that are very challenging so that students don't get bored learning English. It was concluded that the Memrise application was recommended for students pronunciation mastery of eighth grade junior high school students because it was above the KKM (70).

Keyword: *Pronunciation Mastery, Memrise Application, Teaching Pronunciation*

INTRODUCTION

English is an international language used in many countries in the world. English is spoken in many sectors such as; education, technology, trade and politics. In Indonesia, English is important in all sectors. English is a unifying language used to communicate and interact with other countries. In addition, English has an important role namely to operate the technological tools that we use in English. Therefore, English is a subject that is taught at all levels of education (Agustam et al., 2022).

According to Mellisa et al., (2019: 1) English includes four important parts that must be mastered in improving communication skills, namely speaking, writing, listening and reading. Although those four basic elements, learners cannot communicate in English without good pronunciation (Betty Marlina Sihombing & Purba, 2018). Therefore, in schools, pronunciation is taught for the purpose of developing students' communication competence. Without good verbal communication students have difficulty receiving material. To improve communication, students must be proficient in pronunciation. That is why schools emphasize on a good pronunciation in English so that there is no miscommunication between teachers and students (Hasibuan & Simatupang, 2018).

Pronunciation is an important part of the English language. According to Ambarwati (2020: 50) pronunciation is how a language is spoken and pronounced. The sound that is produced when pronouncing a word is what the other person hears when communicating.

In learning pronunciation, sometimes students have difficulty in pronouncing words in English. Antaris (2019: 12) said that the real problem for students starts when they try to speak as naturally as native speakers because they don't know exactly how to pronounce certain words accurately. Besides that, Agustiana (2021: 42) said that there are some problems in learning pronunciation, they are: 1) English sounds are not available in the mother tongue, so that learners find it difficult to produce the sounds of the target language. 2) Learners are able to produce English sounds correctly, but have not learned the stress patterns in English, so they tend to use first language intonation that is not in accordance with English. From this explanation, it can be concluded that the regional language/mother tongue is the main factor in the problem of pronunciation (Zheng & Yu,

2018). Where English pronunciation will sound foreign because of the mother tongue factor that has been attached from an early age (Weintrop & Wilensky, 2019).

The researcher conducted an interview with several students at SMPN 2 Girsang Sipangan Bolon as a preliminary study. Based on the interviews, the researcher found some problems in the students' pronunciation at SMPN 2 Girsang Sipangan Bolon. In learning pronunciation, the problem faced by students at SMPN 2 Girsang Sipangan Bolon is that many students have difficulty pronouncing English words (Anderson, 2012). When the teacher asked students to read a text, students often pronounce the words using Indonesian language even though they are wrong. Students experience difficulties in distinguishing the pronunciation of English and Indonesian. This happens because students did not know how to practice pronunciation because there is no model that can be imitated. Students learn pronunciation only when the teacher models it in class. But when at home the students forget how to practice it because the teacher is not around. In addition, the learning process still uses manual media namely, textbooks and practice book. So that it is unlikely that students can master pronunciation (Anugrah, 2019).

To overcome this, it is necessary to use more effective media to overcome these problems. Teacher need to use media that is more accurate in pronunciation mastery of students. The objective of teaching pronunciation is not to force the students to build perfect pronunciation to become more native-like (Gilakjani Pourhosein Abbas, 2016). It means teaching students pronunciation using media will be more easily and facilitate the learning process. In teaching pronunciation, a teacher should be creative to find effective ways in order to make the students easily understand the material (Gilakjani, 2012). Therefore, in mastering students pronunciation, the researcher choose the Memrise application in the teaching and learning process.

Memrise is an educational application that functions to help students master a language, one of which is English pronunciation through various available learning features. According to Izah (2019: 5), Memrise according to www.memrise.com, can be described as a language learning application that has different form with textbook teaching in a fun and beneficial learning. Aminatun (2019: 222) said that the Memrise learning application

supports students independent learning as well as boosting their English skills. Memrise uses flashcards, but not model words/translations, which contain mnemonics in the form of short phrases or rhymes, which are easy to remember (Hazairin et al., 2019). Memrise provides spoken lessons, written dictation and exercises all with audio, pictures and video (Rohim, 2022). Memrise allows students to hear native speakers from available audio and this helps students learn how to speak the language properly. It offers more English pronunciation practice and improves students' proficiency. Memrise automatically saves all the memories worked in the Mnemonic feature in an orderly manner so students can repeat at any time.

Memrise aims to improve students' learning of English in a way that is fast, fun and helps students absorb the English they have learned well. Using Memrise in class will help teachers provide more active, effective and interesting learning activities. Apart from being used on a computer, Memrise can also be used on a cellphone so that it can be used anywhere and anytime (Purnamasari, 2018).

Several studies have also proven the effect of using this application memrise on pronunciation. Hadfina Liislami Mala, Ana Rahmawati and Karyatin conducted a similar study entitled "Using Memrise to Learn Vocabulary and Pronunciation for Middle School Students". the researcher found that the application of Memrise as a learning tool and can be used in mastering students' pronunciation. The results showed that there was a significant effect on students' vocabulary and pronunciation. Students can use Memrise to learn two things at once. The results showed that members of the experimental group who learned to use the Memrise application found that the application activities were easy to understand and fun to work on. the application contextual approach turns students into more active, enthusiastic and not easily bored while learning. In addition, the teacher can attract more students' attention and facilitate the teaching of pronunciation through the help of this application.

Another research was conducted by Helmida Anisyah Putri in a study entitled "Memrise Application as an Innovation to Improve Pronunciation: Student Perceptions". The results of the study show that students' perceptions of Memrise are very motivating to

improve students' pronunciation because Memrise has features that can be used to practice students' pronunciation repeatedly. Students can practice their pronunciation anytime and anywhere because it is very practical. Teachers can use several features as tools to teach student pronunciation so that they are varied and not boring. Therefore, the use of the Memrise application as a learning media is quite effective. The reason the researcher choose the Memrise application is that the user method is very easy, the audio provided can be played many times until we really understand. Based on the explanation above, The researcher conducted the research by the title: The Influence Of Using Memrise Application On Students' Pronunciation Mastery of Eighth Grade at SMPN 2 Girsang Sipangan Bolon.

METHOD

In educational research, many types of research designs were used. In this study, the research design was True experimental research with pretest-posttest control group design. Sugiyono (2013: 113) explained that the "Pretest-Posttest Control Group Design is that there are two groups that are randomly selected, then given a pretest to find out the initial results whether the difference between the experimental group and the control group".

In this study the researcher divided into two classes, namely the experimental class and the control class. The researcher gave the same material and assignments but the treatment received between the control class and the experimental class was clearly different. The experimental class was given treatment using the Memrise application as a learning media for mastering pronunciation. While the control class did not receive treatment, in the teaching and learning process they did not use the Memrise application as a media for learning pronunciation mastery.

The researcher chose this design with the aimed to knowing the influence on students' mastery of pronunciation using the Memrise application and without using the Memrise application. The design can be seen as follows

Table 1. True Experimental Design: Pretest-Posttest Control Group Design

R	O ₁	x	O ₂
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R	O ₃	O ₄
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The population in this study were class VIII students at SMPN 2 Girsang Sipangan Bolon for the 2022/2023 academic year. The researcher took 28 students for experimental class and 28 students for control class, so the total sample consists of 56 students. The instrument of collecting data was pronunciation test. The test was given for both groups with pre-test and post-test. The test consists of 20 items. the study was divided into two groups, experimental class and control class. A set of treatment was applied to experimental class.

To analyzed the data, researcher used several procedures in this study: the researcher collects data on students' pronunciation test results, the researcher tabulated the data into the score frequency distribution table, then looked for the mean, median, mode, standard deviation, and standard error of the experimental group and the control group. The researcher calculates the data to test the hypothesis whether there was significant influence on pronunciation mastery by used Memrise application and without using Memrise application.

RESULT AND DISCUSSION

In this study there were two classes of data sources, namely the experimental class and control class. The data is divided into two forms, the first is pre-test and the second is post-test. The pre-test was taken at beginning of the study before treatment was carried out. it was taken by distributing tests to students and recording them. The pre-test was given at the first meeting. While the post-test was established after being given treatment to students using the Memrise application. Result from both pre-test and post-test made in tables.

After conducting the pre-test the researcher found several weaknesses, such as students having difficulty differentiating the pronunciation the words, so the researcher gave treatment to students using Memrise Application. From the table above it can be interpreted that the results of the pre-test and post-test of experimental class students have a significant different. The average pre-test score obtained before carrying out the

treatment were 57,68 and the post- test score after being given treatment using the Memrise application were 70,53.

Based on the two data above, the results of the tests that have been carried out show that the mean value of the experimental class (70,53) is higher than that of the control class (63,39). It means that teaching and learning pronunciation using Memrise application is more influence and recommended than learning and teaching without using Memrise application. Learning that includes a pronunciation treatment by using Memrise application is far more successful than learning that did not include treatment by using Memrise applicaton. Both result can be seen in the table (Gao et al., 2020).

Data Analysis

After getting the data, the data will be analysed and compared in order to get the outcome of this study as the way to answer the hypothesis on this study. All the data will be analysed as the following:

Score Tabulaton

Table 2. the score of Pre-test and Post-test Experimental Class.

No	Initial Name of Students	Pre-test	Post-test
1	ABYB	45	55
2	BCTS	60	75
3	CNS	45	55
4	DPM	50	75
5	DFS	65	65
6	DMS	70	80
7	DAKS	50	65
8	EMS	60	75
9	GMPP	75	85
10	GVS	45	60
11	GUS	65	60
12	GPS	55	70
13	GGs	40	60
14	GPS	55	70

15	JM	40	50
16	LSKS	50	65
17	MPOS	65	70
18	NSS	55	70
19	RMN	65	80
20	RJS	60	65
21	SFAM	45	60
22	SMS	60	70
23	TS	50	75
24	VBN	70	75
25	WS	75	80
26	YFS	65	80
27	ZYRN	65	75
28	WS	70	85
	Total	1.615	1.975
	Mean	57,68	70,53

Table 2. the score of Pre-test and Post-test Experimental Class

No	Initial Name of Students	Pre-test	Post-test
1	AM	55	65
2	ACS	45	55
3	AAN	50	60
4	AP	45	60
5	BMM	40	55
6	CAIB	45	60
7	CAS	50	55
8	DKP	65	75
9	FGVS	65	70
10	GPS	40	60
11	HN	50	55
12	HSL	55	65
13	HRPS	50	60

14	IIM	35	45
15	MS	60	65
16	MACS	75	80
17	MDBS	60	70
18	MAS	35	50
19	OCKP	60	70
20	PBM	45	50
21	RBS	55	65
22	RMS	70	75
23	SBM	65	65
24	TAZL	70	70
25	TWS	60	70
26	YSS	70	75
27	YK	60	70
28	MS	65	60
	Total	1.540	1.775
	Mean	55	63,39

After got the students' scores from experimental and control classes, the researcher continued to calculate their score by using t-test formula. It is aimed to find out whether Memrise application influence the students ' pronunciation mastery. Based on the calculation above t-tst is 2,93

Validiy test

Validity aims to determine how accurate the measuring instrument used in this study. Valid instrument was high validity and conversely an invalid instrument has low validity. The level of instrument validity indicates how far the collected data did not deviate from the variable itself. Based on the data above, the researcher concluded that the instrument used was valid because the results obtained that the validity of the test was 0.864 based on the 0.864 criteria, which was classified as very high (Mortazavi et al., 2021).

Reliability test

Reliability was essentially testing similarity of test questions when gave several times on the same object. For search purposes reliability of the overall question also needs to be done item analysis as well as the form of objective questions. Based on the data above, the reability shows that the test was substantial and reliable (Jocius et al., 2021). The calculation of reliability was 0,833 and categorized as very high coefficient for pronunciation test.

Hypothesis Testing

Testing hypothesis is aimed to know wheter the influence of pronunciation mastery by using Memrise application is accepted or rejected. Seen the table below.

Table 4. Hypothesis Formula

Criteria	Hypothesis	Decision
$t_o (t_{test}) > t_t (t_{tabke})$	Ha	Accepted
	Ho	Rejected
$t_o (t_{test}) > t_t (t_{tabke})$	Ha	Accepted
	Ho	Rejected

Based on the result,the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. After the calculating data the researcher was found that t-test was 2,93. It means the t-test was higher than t-table with degree (df) = na+nb-2=28+28- 2=54 at 0.05 = 2.93 > 2.005. Based on the calculation of the t-test, it was possible to determine that Ha was accepted, which means that the application of Memrise had a significant influence on the pronunciation mastery of the eighth grade students of SMPN 2 Girsang Sipangan Bolon.

Table 5. The Mean Score of Each Group

Group	Pre-test	Post-test
Experimental	57,68	70,53
Control	55	63,39

Based on the calculation above, there was a significant influence of the Memrise application on pronunciation mastery because the average of the experimental group (70,53) was greater than the average of the control group (63,39). Then the calculation of the t-test in the data analysis above, the hypothesis was proved that the value of t-count was higher than t-table, they are 2,93 > 2,005 at the level of significance alpha 0,005 and

degree of freedom (df) = 54. Therefore Memrise application had a significant influence on the pronunciation mastery of class VIII students of SMPN 2 Girsang Sipangan Bolon.

Discussion

In this study, the researcher used the Memrise application to teach English to eighth graders of SMPN 2 Girsang Sipangan Bolon. To answer the researcher's questions, the writer collected data effectively using a pronunciation test. The purpose of this study was to determine the influence of using the Memrise application in the English class on improving students' pronunciation mastery.

The researcher used the Memrise application as a learning media that did not bored students while learning and could also improve students' pronunciation mastery. By downloading the Memrise application on your smartphone and choosing the level of pronunciation you want to learn and apply, it also provides good and correct reading methods and how to compose good and correct sentences. So that by using the Memrise application can improve students' mastery of pronunciation. Using the Memrise application can also attract students' interest in learning with this application because it is equipped with interesting pictures, videos and exercises (Gilakjani & Sabouri, 2016).

The research question concerns the impact of applying the Memrise application on students' mastery of pronunciation. The researcher found that almost all students performed better on the post-test than on the pre-test. The results of the post-test scores show that student scores have increased. The post-test average was greater than the pre-test average ($70.53 > 57.68$), indicating that students' pronunciation mastery increased.

According to the findings, there was a significant effect on students' scores before and after treatment. It can be said that the memrise application has a positive impact on pronunciation knowledge. That's because the Memrise App is an interesting medium for teaching English pronunciation to students (Sari & Sembiring, 2019).

The results of this study entitled "The Influence Of Using Memrise Application On the Students' Pronunciation Mastery Of the Eight Grades At SMPN 2 Girsang Sipangam Bolon was successful because through the Memrise application it can improve the Mastery of Pronunciation of class VIII students. Similar to the results of previous research, the first

related research conducted by Hadfina Liislami Mala (2020), with the title "Using Memrise To Learn Vocabulary and Pronunciation for Middle School Students". In her research, the Memrise application was effectively used as a media for learning pronunciation mastery for students..

The contribution in this study was that the results of this study are expected to provide information as a basis for consideration, supporting the thought of further researcher that the Memrise application can be used as a learning media in improving students' mastery of pronunciation (AKBARI et al., 2021).

CONCLUSION

The results of the study are presented in accordance with the calculations reviewed in the previous chapter. Data analysis of the effect of applying Memrise on the pronunciation mastery of eighth grade students at SMPN 2 Girsang Sipangan Bolon. Can be concluded that:

1. There is a significant effect of the use of the Memrise application on the mastery of the pronunciation of Grade VIII students at SMPN 2 Girsang Sipangan Bolon. It can be seen that the average post-test for the experimental group (70,53) is greater than the average for the post-test for the control group (63.39).
2. The effect that can also be seen in the following matters, is an increase in the value of students. It can also be seen that before using Memrise, there were students with score below the standard value (KKM), but after using Memrise their score increased significantly above the standard value (KKM).

The null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Calculation of the t-test shows that the found is greater than the table ($2.93 > 2.005$). Based on the previous conclusions and the test results above, this study is recommended because the irregularity is above the average or KKM is 70.

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