CHAPTER II
REVIEW OF RELATED LITERATURE

This literature review explores the use of Memrise for English-Speaking skill: practice, perception and challenge at 11th grade of SMAN 3 Kediri.

2.1. English Speaking Skill in ELT

Speaking is one of the most essential and challenging language skills in English as a Foreign Language (EFL) learning. It is often viewed as a key indicator of language proficiency, as it demonstrates the learner's ability to communicate thoughts, ideas, and feelings effectively and spontaneously. As stated by Gultom et al. (2022), speaking is a primary marker of language mastery because it reflects real-time language use and the ability to interact meaningfully. In line with this, Ahmed et al. (2022) categorize speaking competence into two fundamental components: accuracy and fluency. Accuracy refers to the correct use of grammar, vocabulary, and pronunciation, while fluency involves the smooth flow of speech, with minimal pauses or hesitation.

Developing speaking skills involves mastering multiple linguistic and cognitive subskills. Suvarnaphaet and Suvarnaphaet (2023) highlight five critical elements necessary for effective speaking: vocabulary, grammar, pronunciation, fluency, and precision. Vocabulary is vital for meaning-making and avoiding misunderstandings. Grammar provides structure and clarity to expressions, enabling speakers to construct sentences appropriately. Pronunciation ensures intelligibility and includes aspects such as intonation, stress, and articulation. Fluency reflects the speaker's ability to communicate at a natural pace without frequent hesitation. Lastly, precision relates to selecting the correct words and expressions to convey intended meaning accurately and appropriately in different contexts.

Despite its importance, speaking is frequently considered the most difficult skill to acquire by EFL learners. According to Jaelani and Adung (2022), learners often struggle with anxiety, fear of making mistakes, and limited vocabulary, which can inhibit their confidence and willingness to speak in English. These challenges are further compounded by traditional teaching methods that rely heavily on textbooks and scripted exercises. Li (2022) critiques such methods for offering limited exposure to authentic communication, thus reducing student motivation and opportunities for spontaneous interaction.

To address these limitations, modern approaches increasingly recommend the integration of Mobile-Assisted Language Learning (MALL). MALL offers learners access to engaging,

interactive, and personalized learning experiences through mobile devices such as smartphones and tablets. These platforms support flexible learning, allowing students to practice speaking outside classroom constraints. In particular, applications like Memrise have been used to support speaking development by combining vocabulary practice with native pronunciation models, gamification, and multimedia learning (Sari & Setiawan, 2021).

Memrise, as a digital language-learning tool, provides students with repeated exposure to vocabulary and pronunciation through interactive content and spaced repetition systems. Its features allow learners to make multiple attempts, receive immediate feedback, and adjust their pace, making it especially beneficial for improving speaking confidence and fluency. According to Sari and Setiawan (2021), Memrise and similar apps enhance learner engagement and motivation, thereby addressing the affective and cognitive barriers often associated with traditional EFL speaking instruction.

Furthermore, MALL platforms cater to various learning preferences and styles. Learners can access audio-visual resources, mimic native speakers, and engage with content in short, manageable segments, promoting autonomous speaking practice. The availability of mobile-based resources allows continuous reinforcement, which is crucial for long-term language retention and oral skill development. However, as emphasized by Sari and Setiawan (2021), the effectiveness of such tools depends on thoughtful integration into the curriculum and how well they complement existing teaching strategies.

In summary, speaking is a multidimensional skill that requires the development of linguistic knowledge, pronunciation mastery, and communicative confidence. While traditional methods may limit opportunities for authentic speaking practice, mobile applications such as Memrise offer innovative solutions that enhance learners' engagement, fluency, and accuracy. These tools, when implemented strategically, can transform the way EFL learners develop speaking competence in and beyond the classroom.
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2.2. Mobile-Assisted Language Learning (MALL) in ELT

Mobile Mobile-Assisted Language Learning (MALL) refers to the integration of portable digital devices—such as smartphones, tablets, and other mobile tools—into language learning environments. Kukulska-Hulme and Shield (2008) define MALL as an innovative and flexible form of technology-enhanced learning that enables language learners to study anytime and anywhere, thus extending learning opportunities beyond the physical classroom. This approach has transformed how students interact with language input and output, enabling more frequent,

autonomous, and individualized engagement.

In today's digital age, mobile devices have become an inseparable part of daily life, offering users continuous access to information and resources. In the field of language education, this has led to the development of a wide range of mobile applications aimed at supporting language skills such as speaking, listening, vocabulary, grammar, and reading. Early research in MALL began with portable audio devices and gradually expanded with the rise of smartphones, which offered more advanced interactive features. As Kukulska-Hulme and Shield (2008) noted, the evolution of mobile technologies has significantly expanded opportunities for interactive and context-rich language learning experiences.

Darsih and Asikin (2020) emphasize that MALL promotes learner autonomy by allowing students to control their own pace, content, and mode of learning. It also supports personalized learning pathways, where learners can choose activities aligned with their preferences and skill levels. Furthermore, mobile applications tend to increase learner engagement by offering interactive interfaces, instant feedback, and game-based elements that appeal to digital-native students. Gonulal (2019) further points out that MALL enhances various language skills, including speaking, through features such as audio playback, pronunciation models, interactive exercises, and real-time feedback.

Guo (2014) highlights the role of gamification and multimedia in keeping learners motivated. Gamified language learning apps often include badges, point systems, leaderboards, and animated feedback to maintain user interest. These features transform the learning experience from a passive activity into an engaging challenge that encourages repeated exposure and participation.

Despite these advantages, several limitations of MALL have been acknowledged by researchers. Wang (2011) points out that learners may face technical constraints, such as dependency on internet access, small screen sizes, and mobile device limitations, all of which can reduce the effectiveness of mobile learning. Moreover, some mobile apps lack sound pedagogical foundations and do not align well with instructional goals or language acquisition theories. Burston (2015), through a comprehensive meta-analysis, emphasizes the lack of robust empirical research designs in many MALL studies. He calls for improved methodology, long-term data collection, and a clearer focus on measurable learning outcomes in order to better assess the real impact of mobile-assisted learning tools.

One notable mobile application frequently used in MALL environments is Memrise, which has been cited in several studies exploring trends and challenges in mobile language education. Heil et al. (2016), in their review of mobile learning applications, describe Memrise

as a platform that uses a systematic and guided curriculum, incorporating audio, video, graphics, and even speech recognition to support language learning. Memrise applies spaced repetition, native pronunciation models, and gamified learning techniques to help students retain vocabulary and build fluency over time.

While Memrise presents numerous benefits, it is not without challenges. Although the application offers a variety of multimedia content and interactive features, there remains a lack of in-depth empirical research specifically addressing its impact on English Language Learners' speaking proficiency and perceptions (Heil et al., 2016). In addition, the effectiveness of Memrise's gamified approach compared to more traditional or communicative methods is still underexplored in academic literature. Technical difficulties such as occasional app bugs, data usage concerns, and the need for a stable internet connection can also hinder the learning process, especially in regions with limited technological infrastructure.

Furthermore, Memrise continues to gain popularity among language learners and educators due to its accessibility, user-friendly interface, and ability to provide consistent vocabulary and pronunciation practice. Its potential to reinforce speaking skills, particularly in MALL-based environments, makes it a promising tool worth further investigation. The present study aims to examine this potential more closely, focusing on how Memrise supports students' speaking practice, their perceptions of its effectiveness, and the challenges they encounter while using the app.

2.3. Memrise as Learning Media

Memrise is a widely-used mobile application designed to support language learning through a combination of spaced repetition, gamification, and mnemonic strategies. Founded by Ed Cooke and Greg Detre in 2010, Memrise was initially developed to help learners retain vocabulary more effectively through visual and interactive flashcard techniques. Over time, the platform has evolved to offer a broad range of features and functions, making it one of the most prominent tools in the field of Mobile-Assisted Language Learning (MALL). According to Luczak (2017), Memrise utilizes scientifically supported principles to enhance vocabulary retention and long-term memory consolidation.

What distinguishes Memrise from traditional flashcard systems is its use of game-like elements and mnemonics to make learning more engaging and effective. Aminatun and Oktaviani (2019) emphasize that the platform's use of repetition and gamification significantly boosts learner motivation and retention. The system encourages learners to meet daily goals, rewards them through leaderboard rankings, and provides review challenges designed to

reactivate learned material. These game-based elements not only promote user engagement but also support regular and consistent learning routines—an essential factor in language acquisition.

In addition to its pedagogical techniques, Memrise offers practical features that contribute to its usability and appeal. These include progress tracking, native-speaker audio, pronunciation guides, and offline access, all of which have been noted by Fisher (2016) and Triani (2020) as valuable for supporting independent and flexible learning. Learners can access the app at their convenience, allowing for continual practice and reinforcement outside the classroom setting. This supports the concept of ubiquitous learning, where learners interact with content across time and space without being bound by formal schedules.

The platform's design also supports autonomous learning, enabling students to tailor their experiences based on personal learning preferences. Lessons on Memrise are structured around real-world vocabulary, supported by audio-visual cues and contextual examples, which helps learners associate words with meaning and usage more effectively. The spaced repetition algorithm ensures that vocabulary items reappear at carefully timed intervals to strengthen memory retention, a principle supported by cognitive psychology and research in second language acquisition.

Research has shown the efficacy of Memrise not only in vocabulary learning but also in broader language skill development. Yousef (2014) conducted a comparative study and found that students who used Memrise retained vocabulary more efficiently than those who used traditional flashcards. Similarly, Baralt and Gurzynski-Weiss (2019) reported significant gains in vocabulary knowledge and learner satisfaction among students who used Memrise regularly.

Although originally designed to focus on vocabulary, the multimodal input provided by Memrise particularly its use of native speaker audio, phonological models, and sentence construction exercises offers significant benefits for speaking skill development as well. Learners are exposed to proper pronunciation, intonation, and sentence rhythm, which contributes to better speaking fluency and accuracy. The app also supports habit formation through spaced repetition, aligning with Skinner's (1957) behaviorist learning theory, which emphasizes learning through stimulus, response, and reinforcement. This is especially relevant in oral language development, where repetitive exposure to correct pronunciation and structure builds speaking confidence and fluency over time.

Moreover, Memrise's user-generated and professional content allows for diverse thematic courses that span across languages and proficiency levels. Learners can choose from thousands of courses—including many designed specifically for English speaking skills—that

cater to individual learning objectives and goals. This customizability makes the platform adaptable for classroom integration or personal study, both of which are crucial in today's flexible learning environments.

Despite these strengths, it is important to acknowledge that empirical studies focusing exclusively on Memrise's impact on speaking skills remain limited. Heil et al. (2016) noted in their review of mobile language learning trends that while Memrise incorporates strong multimedia and curriculum design features, its effectiveness in developing productive skills such as speaking has not been thoroughly explored. Technical issues, such as software bugs or the need for stable internet connections, may also hinder its effectiveness, especially in low-resource settings.

However, the potential of Memrise to enhance English Language Teaching (ELT) is considerable. Studies such as those by Subhan et al. (2024) and Wardana and Jamilah (2024) show that learners using Memrise demonstrate improvements in pronunciation, fluency, grammar usage, and confidence during speaking tasks. The gamified environment not only encourages active participation but also reduces learner anxiety—an important factor in promoting oral communication.

In summary, Memrise exemplifies how technology can be leveraged to create dynamic, engaging, and effective learning experiences. Its combination of spaced repetition, gamification, and multimedia input addresses multiple aspects of language development, particularly in vocabulary and speaking. When integrated thoughtfully into ELT curricula, Memrise can serve as a powerful supplement to traditional instruction, supporting learners in building their speaking proficiency through consistent, enjoyable, and evidence-based practice. To better understand how this application facilitates spoken language development, it is essential to examine how students engage in speaking practice while using Memrise.

2.4. Students Speaking Practice Using Memrise

Speaking practice is central to the development of oral language proficiency, particularly in English as a Foreign Language (EFL) contexts. It plays a crucial role in helping learners activate vocabulary, apply grammatical knowledge, and improve pronunciation in real-life communication. However, traditional EFL classrooms often limit students' speaking time due to curriculum constraints, large class sizes, and teacher-centered approaches. In response to these limitations, mobile-assisted language learning (MALL) tools such as Memrise provide learners with greater flexibility, personalized learning paths, and frequent speaking opportunities (Kukulska-Hulme & Shield, 2008; Darsih & Asikin, 2020). These tools not only

supplement formal instruction but also promote autonomous speaking practice, which is essential for developing fluency and communicative competence (Gonulal, 2019).

Memrise enables learners to engage in a variety of speaking-related activities that support their oral language skills. These activities include listening to native-speaker models, repeating vocabulary aloud, recording their pronunciation, and engaging in spaced repetition exercises that reinforce accurate speech production (Aminatun & Oktaviani, 2019; Luczak, 2017). Through these features, students not only improve their vocabulary acquisition but also internalize sentence structures, pronunciation patterns, and stress intonation relevant to real-life communication. As noted by Fisher (2016), Memrise provides accessible and contextually rich content that aligns with authentic language use.

Moreover, the application's interactive design including visual mnemonics, gamification elements, and achievement tracking serves to lower students' affective filters by reducing anxiety and increasing intrinsic motivation (Guo, 2014). This aligns with Krashen's Affective Filter Hypothesis, which asserts that learners acquire language more effectively when emotional barriers such as fear, anxiety, or low self-confidence are minimized. When students feel safe and engaged, they are more willing to take speaking risks and participate in oral activities.

Memrise also supports both structured classroom integration and independent learning. Instructors can assign specific vocabulary lists or thematic modules that align with lesson objectives, and students can use the app for self-paced practice outside class hours. This blended use of technology reinforces pronunciation, fluency, and vocabulary retention. Yousef (2014) found that students who used Memrise consistently demonstrated increased confidence in using new words in speaking tasks. The spaced repetition system embedded in Memrise ensures that vocabulary is not only memorized but also retained and transferred to spoken production.

From a theoretical standpoint, Memrise supports principles derived from behaviorist learning theory as proposed by B.F. Skinner (1957). Skinner's theory suggests that learning occurs through a cycle of stimulus, response, and reinforcement. Positive reinforcement such as receiving points, achievements, or progress updates encourages the learner to repeat correct responses, thereby forming habits in language use. This conditioning helps learners internalize vocabulary and structures that are essential for automatic, fluent speech production. Memrise implements these principles by giving immediate feedback and using repetition to encourage mastery of target language forms (Thornbury, 2005).

In addition to vocabulary practice, Memrise's use of morpho-phonemic features

enhances students' awareness of word formation and pronunciation simultaneously. This is especially beneficial for EFL learners who often struggle with segmental and suprasegmental features of English. In a study conducted by Fauzi (2024), junior high school students reported significant improvement in their pronunciation and fluency after using Memrise to practice speaking activities embedded in the morpho-phonemic approach. This demonstrates that the app's pronunciation support tools—such as native speaker audio, phoneme isolation, and repetition—can effectively support oral skill development.

Furthermore, Memrise creates a low-anxiety practice environment. Unlike classroom-based speaking exercises that may provoke fear of public error or embarrassment, practicing with Memrise allows learners to make mistakes privately and receive corrective feedback without judgment. This autonomy and emotional safety contribute to increased speaking frequency and fluency over time (Popovici & Mironov, 2015).

Empirical studies have confirmed the usefulness of Memrise for speaking practice. Subhan et al. (2024) observed that students using Memrise demonstrated increased motivation to speak English, particularly due to the repetitive and engaging nature of its activities. Mardiah et al. (2024) noted that students enjoyed using Memrise for pronunciation training, while Wardana and Jamilah (2024) reported measurable gains in students' fluency, grammar, and overall speaking performance. Fauzi (2024) also emphasized that Memrise's engaging activities supported speaking confidence and accuracy, particularly in classroom environments where students practiced orally through listening and mimicking native speech.

In conclusion, Memrise offers both theoretical and practical support for speaking skill development in EFL settings. It promotes habit formation through behaviorist reinforcement, reduces learner anxiety, and provides consistent opportunities for pronunciation and vocabulary practice. When combined with thoughtful classroom integration, Memrise can significantly enhance learners' speaking proficiency and confidence, serving as an effective digital complement to oral language instruction.

2.5. Students' Perceptions of Using Memrise

Students' perceptions are a critical component in evaluating the effectiveness of digital learning tools such as Memrise, particularly in the development of speaking skills. In the context of language learning, perception refers to students' interpretations, feelings, and evaluations regarding their experiences with a specific learning tool (Tankard, 2009; Wang, 2007). These perceptions are shaped by both internal factors such as prior knowledge, motivation, attitudes and external influences like interface design, feedback systems, and

instructional support (Walgito, 2004).

In this study, students' perceptions are explored to assess how 11th-grade learners at SMAN 3 Kediri respond to using Memrise as a mobile-assisted learning application to support their English-speaking skills. Understanding these perceptions is crucial, as they influence engagement, satisfaction, and the overall effectiveness of the learning process. According to Popovici and Mironov (2015), students' perceptions can serve as a reflection of how well a digital tool meets their learning needs and how motivated they are to continue using it. A tool perceived positively is more likely to result in higher usage frequency, greater confidence, and improved outcomes.

Students' responses to Memrise can be classified into two categories, based on Irwanto's (2002) theory: positive perception and negative perception. A positive perception occurs when students view the application as helpful, easy to use, engaging, and aligned with their speaking development goals. For example, students may appreciate the native speaker audio, spaced repetition, gamified exercises, and the ability to practice pronunciation independently (Aminatun & Oktaviani, 2019; Subhan et al., 2024). These features contribute to an enjoyable learning experience and motivate continued use, especially when learners receive immediate feedback and can track their progress (Heil et al., 2016).

Conversely, a negative perception may emerge if students experience difficulties using the app, such as technical issues, unfamiliar vocabulary, or lack of interactive speaking opportunities. As noted by Aratusa et al. (2022), problems like poor internet connectivity, limited free content, and minimal live interaction may cause frustration or disengagement. Furthermore, the absence of teacher guidance or real-time correction in Memrise may lead some students to feel unsupported, particularly those who rely on structured feedback to build their speaking confidence.

The process by which students form perceptions about Memrise follows a sequence of selection, organization, and interpretation, as described by Qiong (2017). First, learners focus on features that catch their attention, such as visual layout or voice models (selection). They then organize these features in relation to their expectations for example, linking spaced repetition to vocabulary improvement (organization). Finally, they form an overall evaluation of how effective or enjoyable the app is (interpretation). This process is highly individual and varies depending on learners' digital literacy, motivation, and past experiences.

Several aspects of perception also shape students' evaluations of Memrise. According to Horton (2003), Raheem (2005), and Balbay & Killis (2017), these include:

1. Attractiveness: Memrise's colorful, game-like interface, visual feedback, and animated

elements are often perceived as engaging by younger users.

2. Perceived Effectiveness: Learners tend to have a positive perception when they feel that the app helps them improve vocabulary, pronunciation, and speaking fluency (Wardana & Jamilah, 2024).

3. Relevance: Students are more likely to value Memrise when the content aligns with their curriculum, learning goals, or specific speaking needs (Mardiah et al., 2024).

Perceived Motivation: Features such as daily goals, leaderboards, and progress tracking encourage learners to remain consistent and motivated in their practice (Luczak, 2017).

Empirical research further supports the significance of students' perceptions in evaluating the educational value of mobile learning tools. Subhan et al. (2024) reported that students found Memrise to be fun, easy to use, and helpful for improving speaking skills, particularly pronunciation. Similarly, Fauzi (2024) observed that students perceived Memrise as a useful supplement to classroom learning, enabling more flexible and repeated oral practice without pressure.

In conclusion, students' perceptions of using Memrise are shaped by multiple factors, including usability, feedback mechanisms, personal learning preferences, and relevance to speaking development. Positive perceptions often correlate with increased motivation, higher engagement, and improved language outcomes. By contrast, negative perceptions may indicate gaps in content delivery or technical design. Therefore, understanding how students perceive Memrise can guide educators in integrating the app more effectively into the classroom and in tailoring instruction to better support student needs in speaking practice.

2.6. Challenges in using Memrise

Although Memrise provides many advantages for language learning such as accessibility, gamification, and repetition-based vocabulary reinforcement it also presents a number of challenges that may hinder its overall effectiveness, particularly when used to support speaking skills. These challenges fall into several broad categories, including technical limitations, pedagogical constraints, and psychological or motivational barriers.

From a technical perspective, learners may face issues that disrupt their engagement with the application. According to Aratusa et al. (2022), technical difficulties such as unstable internet connectivity, limited mobile storage capacity, and restricted access to premium content are common barriers to using Memrise consistently. Since some of the app's more advanced features such as offline audio access and extended learning modules are locked behind a paywall, students from under-resourced backgrounds may not benefit fully from the platform.

Additionally, mobile distractions such as social media notifications, gaming apps, or incoming messages can easily divert learners' attention, reducing the effectiveness of learning sessions (Wang, 2011).

In terms of pedagogical challenges, one of the primary criticisms of Memrise is its lack of interactive and communicative speaking opportunities. While the platform does include audio modeling and pronunciation practice, it does not typically support real-time conversation, peer-to-peer interaction, or teacher-led feedback. This limitation makes it difficult for learners to practice spontaneous dialogue or receive corrective feedback on more complex oral performance. Burston (2015) highlights that although many MALL applications are excellent for input-based skills like vocabulary or listening, they often fall short in supporting productive skills such as speaking unless supplemented by classroom interaction.

Furthermore, Heil et al. (2016) argue that while Memrise is strong in delivering vocabulary and phrase-based content, it tends to be linear and repetitive, which can reduce learner engagement over time if not combined with meaningful communicative tasks. This suggests that Memrise is most effective when used as a supplementary tool, rather than a standalone method for speaking instruction. Without teacher facilitation, students may miss opportunities for scaffolded learning, which is crucial for building fluency and conversational competence.

On a psychological and affective level, learners may also face barriers that influence their willingness or ability to use Memrise consistently. Issues such as low motivation, foreign language anxiety, and technological unfamiliarity can negatively impact their engagement. For instance, learners who are not confident in their pronunciation or who have limited experience with mobile applications may be reluctant to use the speaking features of Memrise. As noted by Hanif (2019), student perceptions and attitudes toward technology significantly influence their participation and learning outcomes. If learners view the app as boring, irrelevant, or too difficult to use, they are less likely to persist with it, even if the tool is pedagogically sound.

Moreover, the lack of personalized feedback or emotional support features that are often present in traditional face-to-face instruction can make students feel isolated in their learning journey. This is particularly problematic for students who rely on social interaction, verbal encouragement, or structured guidance from instructors to stay engaged. In such cases, the absence of teacher-student interaction can result in reduced motivation and learning efficiency (Popovici & Mironov, 2015).

To address these multifaceted challenges, effective integration of Memrise into classroom instruction is essential. Teachers should not rely solely on the app but should instead

use it to complement face-to-face speaking activities, such as role-plays, interviews, and oral presentations. Training and orientation for both teachers and students can also enhance digital literacy and ensure more purposeful use of the application. Instructors can help students set clear learning goals, select appropriate vocabulary sets, and reflect on their learning progress using Memrise. In this way, Memrise becomes part of a blended learning approach that combines the convenience of mobile learning with the pedagogical depth of teacher-guided instruction (Gonulal, 2019).

In conclusion, while Memrise is a valuable tool for vocabulary acquisition and pronunciation modeling, its limitations in interactivity, feedback, and learner motivation should be carefully considered. To maximize its effectiveness in developing speaking skills, educators must strategically integrate it into broader instructional practices, provide support and scaffolding, and continuously evaluate students' engagement and outcomes. When used thoughtfully, Memrise can overcome its challenges and serve as a productive part of a modern, digital language learning environment.

2.7. Previous Studies

A number of studies have explored the use of Memrise as a language learning tool across various English skills such as vocabulary, listening, and speaking. These studies provide important insights into the effectiveness of Memrise, students' perceptions of using the application, and the challenges encountered in its implementation. However, few studies have simultaneously addressed the three dimensions investigated in the current research practice, perception, and challenge especially within the context of speaking skill at the senior high school level using a quantitative survey method.

One of the most relevant studies was conducted by Subhan et al. (2024), who examined the effectiveness of Memrise in improving students' speaking performance. The study used a classroom action research design involving observation, interviews, and documentation. It revealed that Memrise significantly enhanced students' motivation and participation in speaking activities. The gamified and repetitive nature of the app supported speaking fluency development. While this study aligns with the current research in terms of focus on speaking practice and engagement, it differs in methodology, as the current study uses a quantitative survey approach with structured questionnaires and field notes.

Another relevant study is by Mardiah et al. (2024), who conducted a qualitative case study on the use of Memrise among seventh-grade students. Their findings showed that Memrise was perceived as enjoyable and helpful for improving speaking skills, particularly in

pronunciation. However, the study was limited to a small sample of ten students and did not include formal measurement of learning outcomes. In contrast, the current research involves a full class of 36 eleventh-grade students and employs both quantitative perception data and classroom-based field notes to document the use of Memrise after a structured speaking treatment.

A study by Wardana and Jamilah (2024) focused on the use of Memrise in developing speaking skills among vocational students. Using classroom action research over multiple cycles, they found notable improvement in speaking accuracy, fluency, and grammar, as indicated by pre-test and post-test analysis. Although this study supports the effectiveness of Memrise in speaking development, it is action-based and cyclical, while the present study provides a one-time measurement after extended app use and focuses on students' reflective perceptions.

The aspect of students' perceptions was explored more deeply in a study by Dewi, et al (2022), who analyzed how Memrise's chatbot (MemBot) affected students' willingness to communicate (WTC). They conducted semi-structured interviews and concluded that Memrise supported motivation and confidence, although its chatbot responses lacked human-like authenticity. While the current study also examines perception, it does so in a broader Memrise context not limited to chatbot features using questionnaires as a more structured and measurable instrument.

Similarly, Fauzi (2024) explored students' perceptions of using Memrise in a junior high speaking class through the morpho-phonemic approach. His case study found that learners benefited in terms of pronunciation and vocabulary building, and they generally perceived the app as helpful. However, challenges such as inconsistent usage and internet issues were noted. The current research adds to this by applying a more structured survey method and focusing on senior high school learners, thereby offering generalizable insights on perception and challenges.

Fitriani (2024) also studied students' views on Memrise in speaking class, reporting that the app encouraged daily practice through gamification but lacked feedback and interaction. This finding corresponds to the challenge dimension in the current research, where students are expected to share similar reflections via open-ended questionnaire responses and teacher field notes.

From a broader perspective, Nasution et al. (2022) examined how mobile-assisted language learning (MALL) tools like Memrise are perceived across urban and rural high schools. They found generally positive perceptions, but limited internet access and device

availability remained obstacles particularly in rural areas. This highlights a wider educational challenge relevant to mobile learning, also considered in the current study's analysis of obstacles faced by students using Memrise.

Lastly, Putri et al. (2023) focused on the use of Memrise for vocabulary mastery. Their findings emphasized high motivation and positive student engagement, although the speaking component was not central. While this study primarily supports the motivational aspect of Memrise, the current research extends this by evaluating its impact on speaking performance, along with student-reported barriers and perception.

In conclusion, previous studies have established that Memrise is an effective tool for improving language learning, especially vocabulary and to some extent, speaking. They also confirm that students generally have positive perceptions of the app, appreciating its gamified learning and flexibility. However, very few studies have integrated all three dimensions speaking practice, learner perception, and learning challenges within a single research framework using quantitative survey instruments. Therefore, the current study seeks to fill that gap by involving 36 students from class XI-2 at SMAN 3 Kediri, using questionnaires and field notes after structured speaking treatment with Memrise.