

**EXPLORING THE USE OF MEMRISE FOR ENGLISH SPEAKING
SKILL: PRACTICE, PERCEPTION AND CHALLENGE
AT 11TH GRADE OF SMAN 3 KEDIRI**

THESIS



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**ENGLISH DEPARTEMENT
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2025**

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AT 11TH GRADE OF SMAN 3 KEDIRI**

THESIS

Presented to
State Islamic Institute of Kediri
In partial Fulfillment of the Requirements
For the Degree of Sarjana in English Education

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2025

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I sincerely certify that this thesis is the result of my own original work and research. To the best of my knowledge and belief, it contains no material previously published or written by any other person, except where proper acknowledgment and citation have been made. All sources of information and references used have been duly indicated and acknowledged. This thesis also includes original translations made by me from sources in other languages.

This thesis is submitted as a partial fulfillment of the requirements for the degree of Sarjana (S1) in the English Language Study Program, Faculty of Tarbiyah, Institute of Islamic Kediri.

Kediri, June 24th, 2025

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APPROVAL PAGE

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TITLE

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SKILL: PRACTICE, PERCEPTION AND CHALLENGE
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Bersama ini terlampir satu berkas naskah skripsinya, dengan harapan dalam waktu yang telah ditentukan dapat diajukan dalam siding munaqosah.

Demikian agar maklum dan atas kesediaan Ibu, kami ucapkan banyak terima kasih.

Wassalamu'alaikum Wr. Wb.

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☐ Lain-lain (.....)

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Practice, Perception, And Challenges."

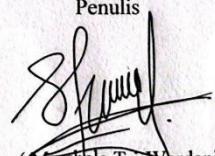
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Demikian pernyataan ini yang saya buat dengan sebenarnya.

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(Marshela Tri Wardani)



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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ٥
إِنَّ مَعَ الْعُسْرِ يُسْرًا ٦

"So, surely with hardship comes ease."

"Surely with 'that' hardship comes 'more' ease."

(Q.S Al-Insyirah: 5-6)

"Some people never fully understand and care about our hardships, especially during terrible times; all they want to know is about success tales. Even when no one is cheering, stand up for yourself. When you look back on today, you will be quite proud of what you have accomplished."

DEDICATION SHEET

First and foremost, I want to thank Allah SWT for continuously granting me the grace, which has allowed me to finish my thesis.

This thesis is dedicated to:

1. To my beloved late parents, Mom Jumartiningsih and Dad Suwarno, even though you are no longer by my side, your love, prayers, and sacrifices live on within me. I believe your blessings continue to reach me from Heaven, guiding my path and strengthening my heart. Every step I take, every success I achieve, is built upon the foundation of your endless devotion. May Allah SWT grant you the highest place in Jannah. This is for you, always.
2. To my two older brothers and their wives Arie Nurdianto with Erdina Septia, and Andrie Kurniawan with Dini Agustin Ningrum and their son Aritsa Kurniawan, thank you for your support during the process of completing my final assignment.
3. To my supervisors, Mr. Fathor Rasyid and Mrs. Dewi Nur Suci, thank you for your valuable guidance and advice throughout the writing of this thesis.
4. To Mrs. Dwik Lestari, an English teacher at SMAN 3 Kediri, and the students of classes XI 2 and XI 3, thank you for your cooperation and assistance during the data collection process.
5. To my second mother, Ummi Surasmiyati, thank you for your endless support and prayers during the completion of my thesis.
6. To a special person, Achmad Jefriadi, thank you for accompanying me, encouraging me, supporting me, and patiently listening to all my complaints during this journey.
7. To my best friend since kindergarten, Maria Dhiva, thank you for always being there and for listening to my worries during the thesis process.
8. To Mutiara Naura and all my college best friends (S.Pd Fighters), thank you for being such wonderful companions during college life. I truly appreciate all the support and encouragement. I'm grateful to have known you all.
9. Lastly, to myself, you finally made it to the finish line. Thank you for being strong, for staying motivated, and for not giving up despite all the challenges. Keep the spirit alive and never give up, no matter how hard the journey gets.

ACKNOWLEDGEMENTS

Alhamdulillahirobbilalamin, all praise be to Allah SWT for providing wisdom and grace to accomplish this thesis. The last Prophet Muhammad SAW constantly receives blessings and greetings. Furthermore, I would want to convey my sincerest admiration and gratitude to:

1. Dr. Wahidul Anam, M.Ag as the Rector of the State Islamic Institute Kediri.
2. Prof. Dr. Hj. Munifah, M.Pd as the Dean of the Faculty of Tarbiyah, State Islamic Institute (IAIN) Kediri.
3. Nur Afifi, M. App. Ling., Ph.D as the Head of the English Language Education Study Program.
4. Dr. Ary Setya Budhi Ningrum, M.Pd as the main examiner
5. Dr. Dewi Nur Suci, S.S, M.Pd and Prof. Dr. Fathor Rasyid, M.Pd as supervisors who always provide guidance.
6. All lecturers at the State Islamic Institute (IAIN) Kediri
7. All administrative staff, academic division, SLC, and library of IAIN Kediri who have offered support facilities in the process of finishing this thesis.

Hopefully, this thesis will be valuable to the readers.

May Allah SWT always bless them all. Aamiin.

Kediri, June 24th 2025

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ABSTRACT

Marshela Tri Wardani (2025). *Exploring the Use of Memrise for English Speaking Skill: Practice, Perception and Challenge at 11th Grade of SMAN 3 Kediri*. Thesis, Department of English Language Education, Faculty of Tarbiyah State Islamic Institute of Kediri. Advisors (I) Dr. Dewi Nur Suci, S.S, M.Pd., (II) Prof. Dr. Fathor Rasyid, M.Pd.

Keywords: Challenge, Memrise, Mobile-Assisted Language Learning, Perception, Speaking Skill

This study explores the use of the Memrise mobile application to support English speaking skill development among 11th-grade students at SMAN 3 Kediri. The research focuses on three areas: how students practice speaking with Memrise, their perceptions of the application, and the challenges they experience. A total of 36 students from Class XI-2 participated, practicing speaking using Memrise through classroom sessions and independent learning.

The study used a quantitative survey supported by classroom observations. A validated 25-item questionnaire measured students' perceptions, and 3 items assessed challenges. Field notes were also collected during speaking practice. The results showed that Memrise helped improve students' speaking skills, especially in vocabulary, pronunciation, fluency, and speaking confidence. The overall perception score was high (Mean = 4.43), with the Classroom Climate indicator being the highest (Mean = 4.51), showing that Memrise created a positive and supportive learning environment. Motivation (Mean = 4.46), Engagement (Mean = 4.35), Collaboration (Mean = 4.40), and Perceived Learning Outcomes (Mean = 4.39) were also rated highly.

Challenges were moderate (Mean = 3.21), with internet dependency, difficulties in navigating some features, and the lack of real-time speaking interaction identified as the main issues that limited students' ability to practice spontaneous, interactive communication. Open-ended responses confirmed that despite these obstacles, students experienced increased confidence and fluency, but they also recommended improvements such as adding interactive speaking tasks, real-time conversation features, and offline access to make Memrise more effective for speaking practice.

In conclusion, Memrise is a useful tool to support speaking practice when combined with teacher guidance. However, to optimize its impact, technological constraints and interactive limitations must be addressed. Future research is recommended to explore the long-term effects of Memrise on speaking proficiency and its application across diverse educational settings.

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