

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the research findings at SMAN 3 Kediri, the use of the Memrise mobile application effectively supported the development of students' English-speaking skills. Therefore, the researcher draws the following conclusions and provides several suggestions.

5.1. Conclusion

This study aimed to explore the use of the Memrise mobile application in developing the English-speaking skills of 11th-grade students at SMAN 3 Kediri within the context of English Language Teaching (ELT). The research addressed three key aspects: students' speaking practice using Memrise, their perceptions of the application, and the challenges they experienced during its use. A total of 36 students from class XI-2 participated by using Memrise in structured classroom activities and independent practice. Data were collected through field notes, a structured questionnaire consisting of 25 valid items for perception, 3 valid items for challenges, and open-ended responses to enrich the findings.

The results indicated that Memrise positively contributed to students' speaking development, particularly in building vocabulary, improving pronunciation, increasing fluency, and boosting speaking confidence. Observations during classroom sessions demonstrated that students were more engaged, motivated, and willing to participate in speaking activities after using Memrise. The application also encouraged students to practice speaking outside the classroom.

Quantitative findings revealed highly positive student perceptions of Memrise, with an overall mean score of 4.43 categorized as high. The Classroom Climate indicator received the highest score of 4.51, confirming that Memrise created a supportive, relaxed, and enjoyable learning atmosphere that reduced students' anxiety in speaking practice. Other indicators also scored highly, including Motivation (Mean = 4.46), Engagement (Mean = 4.35), Collaboration (Mean = 4.40), and Perceived Learning Outcomes (Mean = 4.39), reflecting the application's effectiveness in fostering both affective and cognitive aspects of speaking skill development.

The open-ended responses reinforced these findings, with students reporting increased confidence, improved pronunciation, and greater enjoyment of speaking activities due to the use of Memrise. However, students also provided constructive suggestions for improvement, particularly the need for real-time speaking interaction and offline access features.

Despite the positive results, several challenges were identified. The overall mean score for challenges was 3.21 (moderate category). The most significant challenge was dependence on a stable internet connection (Mean = 3.74), which sometimes limited students' access to speaking features. Students also experienced moderate difficulties with certain features (Mean = 2.94) and highlighted the absence of spontaneous, real-time speaking interaction as a limitation.

In conclusion, Memrise can be considered a promising supplementary tool for enhancing English-speaking skills, especially in areas of vocabulary acquisition, pronunciation, fluency, and speaking confidence. However, its optimal use requires teacher facilitation, integration with interactive classroom speaking activities, and improvements in the technological aspects of the application itself. To overcome current limitations, reliable internet access, feature development (such as real-time speaking options), and proper student guidance are essential.

Future research is recommended to explore combining Memrise with other interactive platforms or communicative teaching strategies to further improve real-world speaking performance and spontaneous interaction opportunities.

5.2. Suggestions

1. For English Teachers:

Teachers are encouraged to use mobile learning apps like Memrise to support speaking lessons. Memrise offers features such as vocabulary practice and pronunciation models that can enhance students' speaking skills. With proper guidance and consistent use, it can increase students' confidence, fluency, and motivation in learning.

2. For Students:

Students are advised to take an active role in using Memrise as a self-directed learning tool. Beyond classroom use, regular engagement with Memrise such as daily vocabulary practice or pronunciation drills can enhance speaking proficiency over time. By consistently interacting with the app, students can build stronger word recall, clearer articulation, and better

speaking rhythm, which are essential for confident oral communication.

3. For Future Researchers:

This study was limited to one class and applied a descriptive method, so the findings may not be generalizable to broader contexts. Future research is recommended to explore the long-term impact of Memrise across different educational settings and student groups. Comparative studies with other mobile applications and the use of experimental or longitudinal designs are also suggested to gain deeper insights into language learning outcomes.