

## REFERENCES

- Abarghoui, M. A. (2018). The impact of Memrise application on vocabulary learning among Iranian intermediate EFL learners. *International Journal of Applied Linguistics & English Literature*, 7(5), 112–120. <https://doi.org/10.7575/aiac.ijalel.v.7n.5p.112>
- Ahmed, T., Qadeer, Z., & Wahab, A. (2022). Improving students' speaking skill through communicative activities. *International Journal of English Language Studies*, 4(1), 17–24. <https://doi.org/10.32996/ijels>
- Aminatun, D., & Oktaviani, L. (2019). Memrise: Promoting students' autonomous learning skill through online application. *Journal of English Language Teaching and Learning*, 1(2), 12–18. <https://doi.org/10.33365/jeltl>
- Amri, S., & Sujianto, A. (2009). *Pengembangan & model pembelajaran dalam kurikulum berbasis kompetensi*. Prestasi Pustaka.
- Aratusa, R., Yuliana, L., & Nurhayati, E. (2022). Investigating EFL students' challenges in mobile-assisted language learning: A case study of speaking practice. *Journal of English Language Teaching and Linguistics*, 7(1), 1–13. <https://doi.org/10.21462/jeltl.v7i1.780>
- Balbay, S., & Kilis, S. (2017). Perceptions of students towards the use of Edmodo as a supplement to in-class instruction. *Procedia Computer Science*, 120, 626–631. <https://doi.org/10.1016/j.procs.2017.11.288>
- Baralt, M., & Gurzynski-Weiss, L. (2019). Engagement with technology: Students' perceptions of using Memrise and Duolingo in the classroom. *Language Learning & Technology*, 23(3), 18–43.
- Burston, J. (2015). Twenty years of MALL project implementation: A meta-analysis of learning outcomes. *ReCALL*, 27(1), 4–20. <https://doi.org/10.1017/S0958344014000159>
- Chaney, A. L. (1998). *Teaching oral communication in grades K-8*. Allyn and Bacon.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson.
- Darsih, E., & Asikin, A. (2020). Enhancing learners' autonomy through MALL: Mobile-assisted language learning. *International Journal of Language Education*, 4(2), 60–68. <https://doi.org/10.26858/ijole.v4i2.12790>
- Dewi, N. L., Nur'Aini, N., & Suwarti, S. (2022). Students' perceptions of Memrise chatbot in English learning. *Journal of Language Education Development*, 4(1), 1–9. <https://doi.org/10.5281/zenodo.6518395>
- Fauzi, M. I. (2024). Students' perception of using Memrise application in learning speaking English at junior high school through morpho-phonemic approach. Undergraduate Thesis, IAIN Kediri.

- Fisher, D. (2016). Learning vocabulary with Memrise. *Language Learning & Technology*, 20(2), 90–115.
- Fitriani, A. (2024). Students' views on the effectiveness of Memrise in speaking class. *Journal of Educational Technology and Research*, 3(1), 30–39.
- Gonulal, T. (2019). The integration of mobile-assisted language learning (MALL) into EFL instruction: A meta-synthesis study. *Journal of Educational Technology & Online Learning*, 2(1), 34–45.
- Guo, Y. (2014). The effectiveness of mobile-assisted language learning (MALL) in L2 vocabulary acquisition. *Journal of Educational Research and Practice*, 4(1), 39–51. <https://doi.org/10.5590/JERAP.2014.04.1.04>
- Gultom, E., Hartono, R., & Arif, S. (2022). The effectiveness of blended learning in improving students' speaking competence. *Journal of English Language Teaching*, 11(1), 112–120.
- Hanif, M. (2019). The influence of students' perceptions on their learning motivation and achievement. *Journal of English Language Teaching and Linguistics*, 4(2), 191–210.
- Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Pearson Education.
- Heil, C. R., Wu, J. S., Lee, J. J., & Schmidt, T. (2016). A review of mobile language learning applications: Trends, challenges, and opportunities. *The Euro CALL Review*, 24(2), 32–50. <https://doi.org/10.4995/eurocall.2016.6402>
- Hughes, A. (2002). *Testing for language teachers* (2nd ed.). Cambridge University Press.
- Irwanto, H. E., Hadisoepadmo, A., Retno Priyani, M. J., Wismanto, Y. B., Fernandes, C. (2002). *Psikologi umum* (books 1–3). Jakarta, Indonesia: PT Gramedia Pustaka Utama.
- Jaelani, S., & Adung, A. (2022). Overcoming speaking anxiety in EFL classroom: A case study. *ELT Journal*, 5(1), 22–30.
- Johnson, R. B., & Turner, L. A. (2003). Data collection strategies in mixed methods research. In A. Tashakkori & C. Teddlie (Eds.), *Handbook of mixed methods in social and behavioral research* (pp. 297–319). Sage Publications.
- Kee, C. P., & Samsudin, Z. (2014). The use of ICT in teaching and learning process: Teachers' attitudes in urban schools. *Journal of Research in Educational Technology*, 9(1), 23–29.
- Kukulska-Hulme, A., & Shield, L. (2008). An overview of mobile assisted language learning: From content delivery to supported collaboration and interaction. *ReCALL*, 20(3), 271–289. <https://doi.org/10.1017/S0958344008000335>
- Li, X. (2022). Rethinking EFL speaking instruction: From textbook-centered to learner-centered approaches. *International Journal of Language and Linguistics*, 10(1), 41–47.
- Luczak, P. (2017). Reviewing Memrise: Does gamified spaced repetition work? *Journal of Applied Language Learning*, 9(1), 13–19.

- Mardiah, N., Sari, L., & Kusuma, D. (2024). Students' experiences of using Memrise to improve speaking skill: A case study. *Journal of English Language Education and Practice*, 8(1), 44–52.
- Mawaddah, S. (2023). Enhancing students' vocabulary retention using Memrise application. *Journal of English Teaching and Applied Linguistics*, 7(2), 54–61.
- Nasution, L. A., Yuliani, & Rahayu, D. (2022). MALL tools usage in rural and urban high schools: A comparative study. *Journal of Language and Education Research*, 2(3), 88–100.
- Phillippi, J., & Lauderdale, J. (2018). A guide to field notes for qualitative research: Context and conversation. *Qualitative Health Research*, 28(3), 381–388. <https://doi.org/10.1177/1049732317697102>
- Popovici, A., & Mironov, C. (2015). Students' perception on using eLearning technologies. *Procedia - Social and Behavioral Sciences*, 180, 1514–1519. <https://doi.org/10.1016/j.sbspro.2015.02.300>
- Pradana, S., Rizki, A., & Qurniawati, E. (2023). Boosting vocabulary mastery through mobile apps: A comparative study. *Journal of Language Teaching Research*, 5(2), 17–27.
- Qiong, O. U. (2017). A brief introduction to perception. *Studies in Literature and Language*, 15(4), 18–28. <https://doi.org/10.3968/10055>
- Rahmawati, D. (2021). The use of Memrise to improve pronunciation in speaking practice. *ELTIN Journal*, 9(1), 25–32.
- Rusmiyanto, R., Santosa, T., & Wahyuni, S. (2023). Artificial intelligence in EFL teaching: Memrise and its impact. *Journal of Digital Learning*, 4(1), 67–75.
- Sari, D. P., & Setiawan, R. (2021). Mobile learning: Investigating the use of Memrise application on speaking skill. *Journal of Language Education and Literacy*, 5(2), 229–238.
- Skinner, B. F. (1957). *Verbal behavior*. New York, NY: Appleton-Century-Crofts. <https://doi.org/10.1037/11256-000>
- Subhan, M., Rachmawati, D., & Aliyah, R. (2024). Improving students' speaking through Memrise: An action research. *Journal of English Education Innovation*, 6(1), 13–21.
- Suvarnaphaet, P., & Suvarnaphaet, N. (2023). Factors influencing EFL speaking performance. *Asian EFL Journal*, 25(1), 57–70.
- Tankard, J. W. (2009). *Communication theories: Origins, methods, and uses in the mass media*. Pearson.
- Thornbury, S. (2005). *How to teach speaking*. Pearson Longman.
- Triani, R. (2020). The impact of mobile application on EFL students' pronunciation. *Journal of Linguistics and Language Education*, 1(2), 99–108.
- Truong, M. T. (2024). Using Kahoot! to teach English vocabulary: Benefits, drawbacks, and actual impacts from students' perspective. *Journal of Digital English Education*,

2(1), 1–15.

- Walker, A. (2015). Memory and mobile apps: How Memrise works. *Journal of Educational Technology*, 7(2), 112–118.
- Wardana, R., & Jamilah, S. (2024). Enhancing vocational students' speaking skill through Memrise: A classroom action research. *ELT Journal*, 12(1), 33–41.
- Wang, Y. (2007). Students' perceptions of using mobile devices in English learning. *International Journal of Instructional Technology and Distance Learning*, 4(1), 21–32.
- Wang, S. (2011). Mobile assisted language learning: Review of the recent applications of emerging mobile technologies. *Language Learning & Technology*, 15(3), 69–86.
- Woodrow, L. (2006). Anxiety and speaking English as a second language. *RELC Journal*, 37(3), 308–328. <https://doi.org/10.1177/0033688206071315>
- Yavuz, F. (2023). Mixed-method research in ELT: Bridging numbers and narratives. *International Journal of Education Research and Innovation*, 6(2), 88–99.
- Yousef, R. (2014). Comparative study on vocabulary acquisition using traditional methods and mobile-based Memrise app. *International Journal of Language Learning*, 4(3), 55–62.
- Yudhiantara, R., & Nasir, I. A. (2017). Digital literacy in Indonesian EFL learning context: A study of students' perception. *Journal of English Language and Literature Teaching*, 1(1), 1–13.
- Zohrabi, M. (2013). Mixed Method Research: Instruments, Validity, Reliability and Reporting Findings. *Theory and Practice in Language Studies*, 3(2), 254–262. <https://doi.org/10.4304/tpls.3.2.254-262>