CHAPTER I

INTRODUCTION

A. Background

Language is a tool for communication, and English is the most used language in communicating in the international sphere. English is also a foreign language taught in every level of education in Indonesia. Starting from elementary school to college, not least in vocational high school (SMK).

Learning English in SMK is quite important because the learners prepared for ready to plunge in the industries and business. As known in this era of globalization many companies that require employees who are able to speak English.

Learning English in SMK YAPIDI is quite good. The lessons for second and third grades are still using the curriculum of KTSP (Kurikulum Tingkat Satuan Pendidikan), while the first grade is already using the 2013 curriculum. However, listening is the difficult skill. the English teacher there said that from four English skills (writing, reading, speaking and listening) the weakest skill is listening. This may be caused by various factors, such as students

are not used to listening to English in everyday life. Often students have difficulty in understanding listening because their time for listening English is limited only in school even that is only if there is a schedule of English lessons. While learning the language, especially listening is necessary habituation. How they can get used to listening or speaking a language if they are still so unfamiliar to the language. The researchers argued that this is quite necessary because different with junior high school (SMP), in SMK listening skill is included into the competencies tested in the national exam of English language. The national exam itself is one of the most important factors that determines students' graduation. Therefore, the researcher tries to find an English learning solution by practicing technology in teaching English by using an online language application which is called Memrise.

Memrise is an online educational tool available on the website www.memrise.com as well as in mobile version provided by apple store and google play store.[1] Memrise is multimedia because it

[1] Aleksandra Luczak, "Using Memrise in Legal English Teaching", *Studies in logic, Grammar and Rhetoric*, Vol. 49, No. 62, (Published Online: De Gruyter Open, 2017), DOI: https://doi.org/101515/slgr-2017-0009, 144-145.

uses flash cards combined with mnemonics and audio to teach foreign languages and to memorize information.

Arono concluded in his experimental research entitled "Improving Students Listening Skill through Interactive Multimedia in Indonesia" that learners critical listening ability after using interactive multimedia was effective and gave meaningfull improvement. It could be seen from the gain mark of the increasing learners critical listening ability in experiment group was higher than control group.[2] Multimedia is the combination of two or more media[3]. Memrise that will be use by the researcher for this research is interactive multimedia because memrise consist of text, sound and picture. So the researcher hopes that Memrise can be effective too for teaching listening. Then Aleksandra, Luczak "Using Memrise in Legal English Teaching" explained that learning with memrise tool positively influenced the test results achieved by the students. One in three students who did not facilitate their learning process with memrise failed the test, while

[2] Arono. "Improving Students Listening Skill through Interactive Multimedia in Indonesia", *Journal of Language Teaching and Research*, Vol. 5, No. 1, (Oulu: ACADEMY PUBLISHER, 2014), 67.

[3] Jennifer C.D. *Multimedia Demystified*, (NewYork: McGRAW-HILL, 2012), 4.

among those who revised with memrise only one in six. All in all, the use of memrise proves to be very beneficial.

From the explanation above researchers have chosen an experimental study with the title "The Effectiveness of Memrise Towards Students' Listening Skills At The Second Grade of SMK YAPIDI Jayanti Tangerang". The researcher hope this research can be useful especially for the researcher and generally for the readers, and can be one of the solution of teaching listening problems.

B. Limitation of the problem

This study will focus on students listening skills using Memrise. The researcher has chosen SMK YAPIDI for the study. It will also focus at the second grade, and it is hoped to be able to improve the students' English listening skills.

C. Statements of the Problem

From the background of the paper, the researcher formulates the problem as follows:

1. How is the students' listening skills at the second grade of SMK YAPIDI Jayanti Tangerang?

2. How is the effectiveness of using Memrise to improve students' listening skills at SMK YAPIDI Jayanti Tangerang?

D. The Purposes of the Study

The purposes of research systematically presented as follows:

1. To know students' listening skills of the second grade of SMK YAPIDI Jayanti Tangerang.
2. To know the effectiveness of using Memrise to improve students' listening skills.

E. Significance of the Study

1. Theoretical Contribution

   a. For the Student

      To motivate students to be more interested in listening English.

   b. For the Teacher

      To motivate teacher in finding a new or a good media to teach listening and useful media to give contribution of developing English teaching.

   c. For other Researcher

      The outcome of the study is beneficial to the present researchers or the future researchers. This study can be the

source of information for other researchers who are also analysing and finding the effectiveness of teaching listening by Memrise.

2. Practical Contribution

a. For the Teacher

This study would help teacher in using Memrise in teaching listening skills.

b. For other Researcher

Teaching teaching listening by using Memrise is expected to be able to help other researcher to guide them to practice this program as a media in teaching listening in their class.

F. Hypothesis

In this reasearch study, the researcher assumes that the alternative hypothesis of research as follow:

(H_a) : Memrise is effective toward students' listening skills at second grade of SMK YAPIDI Jayanti Tangerang.

(H_0) : Memrise is not effective toward students' listening skills at second grade of SMK YAPIDI Jayanti Tangerang.

CHAPTER II

THEORETICAL FOUNDATION

A. Listening

1. Definition of Listening

Listening is a receptive skill to comprehend the sounds falling the ears. People take the raw material of words, arrangement of words, and the rise and fall of the voice, and from this material people create significant to comprehend what people listen.

Listening is a skill and any help teachers can give students in performing that skill will help them to be better listeners[4]. Listening cannot be separated with the other component of the English subject such as speaking, reading and writing. Teaching listening is one of the most difficult tasks for any ESL teacher. This is because successful listening skills are acquired over time and with lots of practice.

According to Michael Rost "the term listening is used in language teaching to refer to a complex process that allows us

[4] Jeremy Harmer, *The Practice of English Language Teaching*, (New York and London: Longman, 1983), 98.

to understand spoken language."[5] It means that listening is the language modality that is used most frequently. It has been estimated that students spend almost half their communication for listening, and students may receive any materials of their school information through listening to instructor and to one another. However, language learners do not recognize the level of effort that goes into developing listening skill.

Listening is the natural precursor to speaking, the early stages of language development in a person's first language and in naturalistic acquisition of other languages are dependent on listening[6]. The statement describes how the important of listening skill through the development person's language skills. People learn how to speak and how to pronounce is by listening spoken language.

Based on the definitions of the listening above, it can be concluded that listening is the skill to receiving sounds and paying close attention to spoken language to understand and get information.

---

[5] Ronald Carter and David Nunan, *Guide to Teaching English to Speakers of Other Languages,* (New York: Cambridge University Press, 2001), 7.

[6] I. S. P. Nation and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking,* (New York and London: Routledge, 2009), 37.

2. Types of Listening

Talking about types of listening is also talking about how designing appropriate assessment in listening to create an effective tests. Its begin with the specification of objectives, or criteria. Those objectives may be classified in terms of several types of listening performance.

According to Brown, there are four types of listening performance[7]. Each of which comprises a category within which to consider assessment tasks and procedures. Among others are:

a. Intensive Listening

Listening for perceptions of the components (phonemes, words, intonation, discourse markers, etc.) of a larger stretch of language. The learners are focused on particular aspects of the language system to raise awareness of how they affect meaning.

b. Responsive Listening

Listening to a relatively short stretch of language (a greeting, question, command, comprehension check, etc.)

[7] H. D. Brown, *LANGUAGE ASSESSMENT: Principles and Classroom Practices,* (San Fransisco: Pearson Education, 2004), 120.

in order to make an equally short response. The learners have to give short verbal and non-verbal responses to the speaker in a real-time interaction.

c. Selective Listening

Processing stretches of discourse such as short monologues for several minutes in order to "scan" for certain information. The purpose of such performances is not necessarily to look for global or general meanings, but to be able to comprehend designated information in a context of longer stretches of spoken language (such as classroom directions from a teacher, Tv or radio news items, or stories). Assessment tasks in selective listening could asks students, for examples, to listen for names, numbers, a grammatical category, directions, or certain facts and events. The learners concentrate on specific pieces of information, learning to attend selectively to what they hear.

d. Extensive Listening

Listening to develop a top-down, global understanding of spoken language. Extensive performance ranges from

listening to lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose. Listening for the gist, for the main idea, and making inferences are all part of extensive listening.

Based on the explanation above, the researcher focuses on selective listening in which the students listen the dialogue about hobby and guess handling. Selective listening is focusing on only particular parts of messages. One form of selective listening is focusing only on aspects of communication that interest us or correspond with our values[8].

3. Listening Strategies

Successful listening can also be looked at in terms of the strategies the listener uses when listening. Strategies can be thought of as the ways in which a learner approaches and manages a task. This effective ways of approaching and managing their listening. These activities seek to involve listeners actively in the process of listening.

Buck identifies two kinds of strategies in listening[9]:

---

[8] Julia T. Wood, *Communication in Our Lives*, (Boston: Cengage Learning, 2016), 77.

[9] Gary Buck, *Assessing Listening*, (Cambridge: Cambridge University Press, 2001), 104.

a. **Cognitive strategies**: Mental activities related to comprehending and storing input in working memory or long-term memory for later retrieval.
    1) *Comprehension processes*: Associated with the processing of linguistic and nonlinguistic input
    2) *Storing and memory processes*: Associated with the storing of linguistic and nonlinguistic input in working memory or long-term memory
    3) *Using and retrieval processes*: Associated with accessing memory, to be readied for output
b. **Metacognitive strategies**: Those conscious or unconscious mental activities that perform an executive function in the management of cognitive strategies
    1) *Assessing the situation*: Taking stock of conditions surrounding a language task by assessing one's own knowledge, one's available internal and external resources, and the constraints of the situation before engaging in a task
    2) *Monitoring*: Determining the effectiveness of one's own or another's performance while engaged in a task

3) *Self-evaluating*: Determining the effectiveness of one's own or another's performance after engaging in the activity

4) *Self-testing*: Testing oneself to determine the effectiveness of one's own language use or the lack thereof

This strategy can be attributed to the applications that researchers will use to improve students listening skill. In the cognitive strategy described about long-term memory. Memrise itself is an application that built from cognitive science, so learners can engage with the material in a way that enables information storage in the long-term memory.

4. Listening Principles

The principle of listening is an important thing that the teacher must pay attention in teaching listening. Harmer mentioned the principles are as follow[10]:

a. Encourage students to listen as often and as much as possible.

[10] Jeremy Harmer, *How to Teach English,* (Oxford: Pearson Education Limited, 2007), 135-136.

The more students listen, the better they get at listening, and the better they get at understanding pronunciation and at using it appropriately themselves.

b. Help students prepare to listen

Students need to be made ready to listen. This means that they will need to look at pictures, discuss the topic, or read the questions first. This is not just so that they are in the right frame of mind, but also so that they are engaged with the topic and the task and really want to listen.

c. Once may not be enough

There are almost no occasions when the teacher will play an audio track only once. As researchers have said before that listening is the activity which is need habituation, so once may not be enough

d. Encourage students to respond to the content of a listening, not just to the language.

An important part of a listening sequence is for teachers to draw out the meaning what is being said, discern what is intended and find out what impression it makes on the students.

e. Different listening stages demand different listening tasks

Because there are different things teachers want to do with a listening text, teachers need to set different tasks for different listening stages.

f. Good teachers exploit listening texts to the full

If teachers ask students to invest time and emotional energy in a listening text, and if they themselves have spent time choosing and preparing the listening sequence, then it makes sense to use the audio track or live listening experience for as many different applications as possible.

B. Memrise

1. Definition of Memrise

Memrise is an online educational tool available on the website www.memrise.com as well as in a mobile version provided by apple store and google play. Memrise is multimedia because it uses flash cards combined with mnemonics and audio to teach foreign languages and to memorize information. Memrise uses the achievements of the

memory studies on its program.[11] Memrise covered the narrowest range. All of the programs had sections on vocabulary and listening, and included reading of directions, words, phrases and sentences.[12]

Memrise was launched in 2010 and was created by Ed Cook, a "Grand Master of Memory," and Greg Detre, who received his PhD from Princeton University in computational neuroscience, specializing in the science of memory and forgetting.[13] The researcher think that is become a background of the name of this application that is memrise that taken from the field of the creator science, memory.

Memrise is built on three key scientific principles:

a. Elaborate Encoding

Designed to help you connect every new word in the densest, most vivid fashion possible. Memrise do this with mems. Mems is memrise slang word for make interesting and relevant the learners see beneath every

[11]Aleksandra Luczak, "Using Memrise in Legal English Teaching", *Studies in logic, Grammar and Rhetoric*, Vol. 49, No. 62, (Published Online: De Gruyter Open, 2017), DOI: https://doi.org/101515/slgr-2017-0009, 144-145.

[12] Wiley Blackwell, *The Handbook of Technology and Second Language Teaching and Learning*, (New Jersey: John Wiley & Sons, 2017),

[13]"Memrise," 11 Januari 2018, https://en.m.wikipedia.org/wiki/Memrise.

word on Memrise. Mems can be mnemonics, etymologies, amusing videos, and example sentences.

b. Choreographed Testing

The science of how different kinds of tests strengthen memories in different ways is exceedingly complex, and not boring. In brief, the more learners brain has to work to recall a memory, the more it will strengthen that memory while recalling it.

c. Scheduled Reminders

Memrise creators based their review system on their research in cognitive science, which suggest that the brain must be challenged in recalling a word to strengthen the memory. The creators developed algorithms to be able to determine when and how often a learner needs to review a word to store it in their long-term memory.

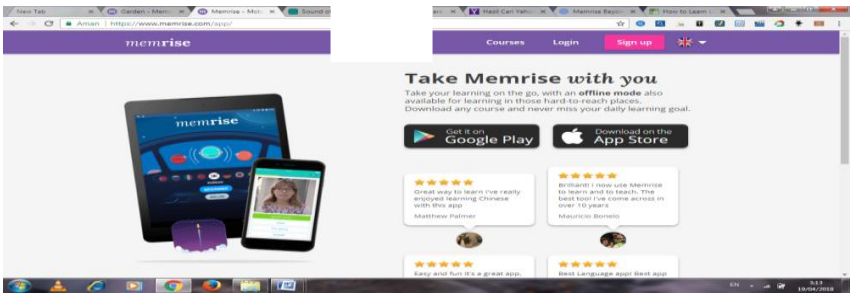
Based on the definition above, it can be concluded that memrise is an online language application which is inside it consists of texts, pictures and audio in every learning sessions. And memrise built on three key scientific principles that focus

for strengthen our memory. This is in accordance with the one of listening strategies that is cognitive strategies: a mental activities related to comprehending and storing input in working memory or long-term memory for later retrieval.

2. Procedure of Memrise

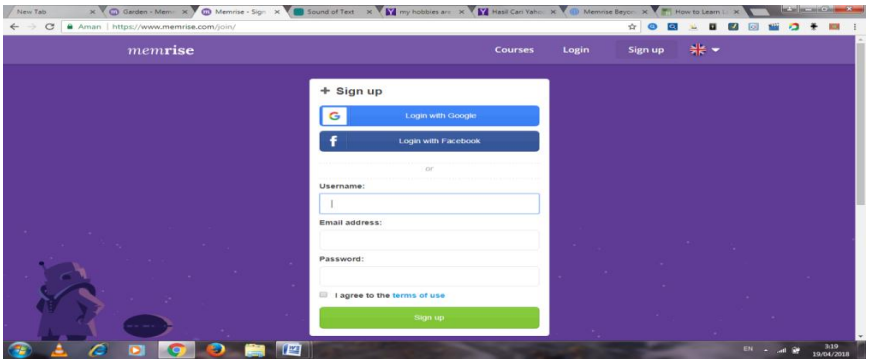
Below is the procedure of using memrise[14] for practicing in the classroom, the teacher giving instructions the students to do the step by step. The steps are:

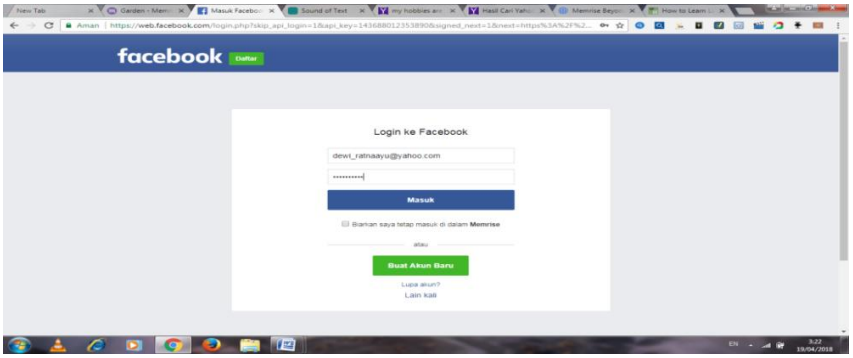
a. Students have to go to www.memrise.com for pc, and download memrise application at the apple store or google play store for android.



b. Student create an account by signing up with gmail or google mail address. Or students can quickly sign up with facebook account.

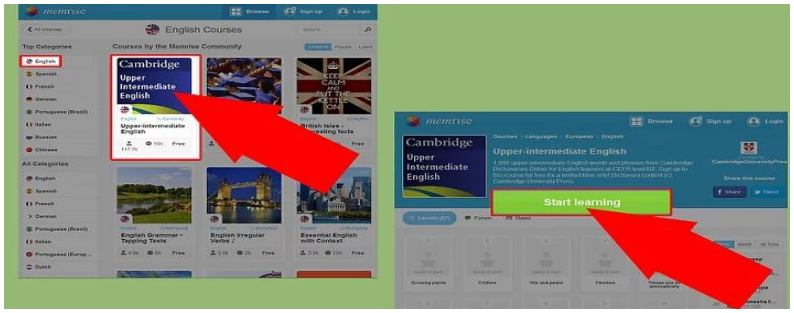
[14]Aleksandra Luczak, "Using Memrise in Legal English Teaching", *Studies in logic, Grammar and Rhetoric*, Vol. 49, No. 62, (Published Online: De Gruyter Open, 2017), DOI: https://doi.org/101515/slgr-2017-0009, 144-145





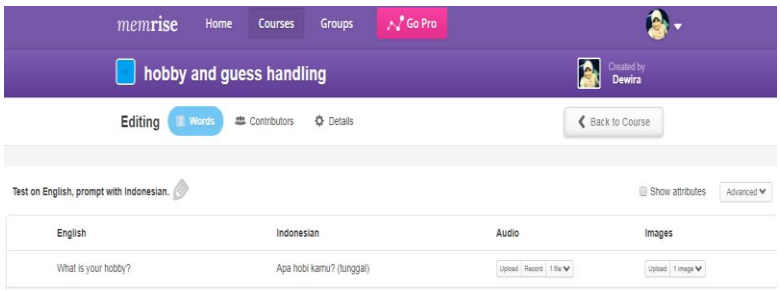
c. When students account is ready, then students can log in. Then students can:

1) Start using memrise by browsing and then choosing the existing courses created by memrise users.



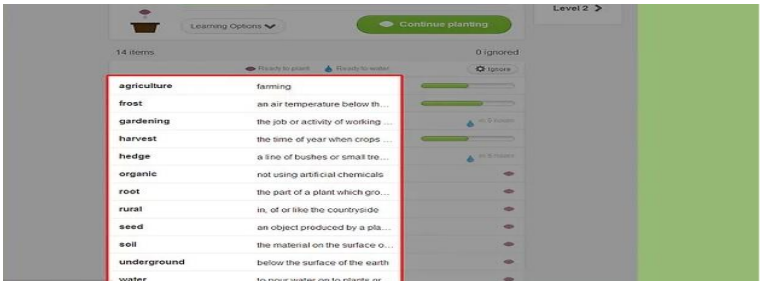
In the language section of the site alone there are courses in over 200 languages available. The course screen should roughly indicate how many hours it will take to complete. A course may be divided into levels so it is easier to manage[15]. To choose a course, click "courses" then you can sort through courses by language or popularity or search for keywords. When you have found a course that you want, you click the course then click "Start learning".

Special for this research, the courses will be use is course about hobby and guess handling that was created by the researcher.



[15] "How to Learn Languages with Memrise," 6 April 2018, https://www.wikihow.com/Learn-Languages-with-Memrise.

2) Teachers giving instruction to students to continue to improve their level in memrise



Memrise uses a garden as a metaphor for memory. When students start learning a course, the vocabulary items will be planted as "seeds". As students are tested on them through typing and multiple choice tests, they be transferred from students "greenhouse" (short term memory) into students "garden" (long term memory).

Each level contains a set number of words to learn, which varies depending on the course. However, the students has the option to determine how many words they will be exposed to per learning session.

When students are learning a new word, they are initially provided a flashcard with the definition of the word accompanied by a mnemonic device of their

choosing (called mems) to help form sensory memories. These mems can be videos, photos, example sentences, or anything to help learners make associations between new words and ideas with which they are already familiar.

After initial exposure to the target word, students' memory of the word is tested repeatedly within that same session through activities such as typing the appropriate word for a given definition, selecting the correct word for the given audio recording.[16]

3. Create Course in Memrise

As a teacher in formal school, in giving a lesson to the students it must be in accordance with the syllabus which refers to the applicable curriculum, therefore the teacher must provide the appropriate material. To simplify it, memrise provide facilities to be able to create teachers own course, whose

[16] Ed Cook and Dr. Greg Detre. "Memrise", *The Electronic Journal for English as a Second Language*, Vol. 21, No. 1, (2017), 4-5.

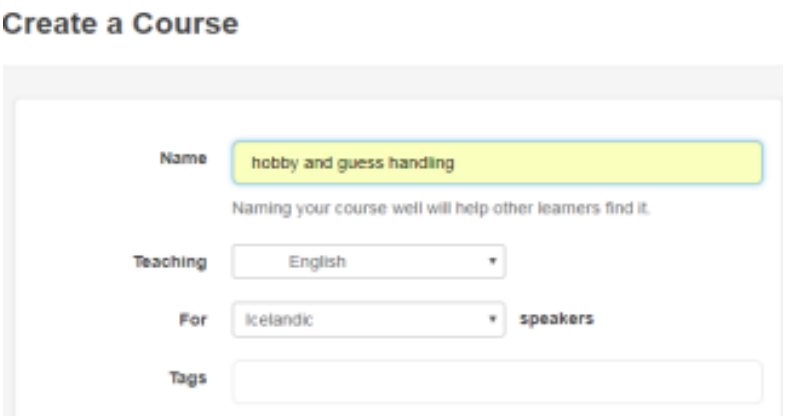
contents can be adjusted with the material in syllabus. Here is how to create teachers own course[17]:

a. Teachers have to go to www.memrise.com for pc, and download memrise application at the apple store or google play store for android.

b. Teachers create an account by signing up with gmail or google mail address. Or teachers can quickly sign up with facebook account.

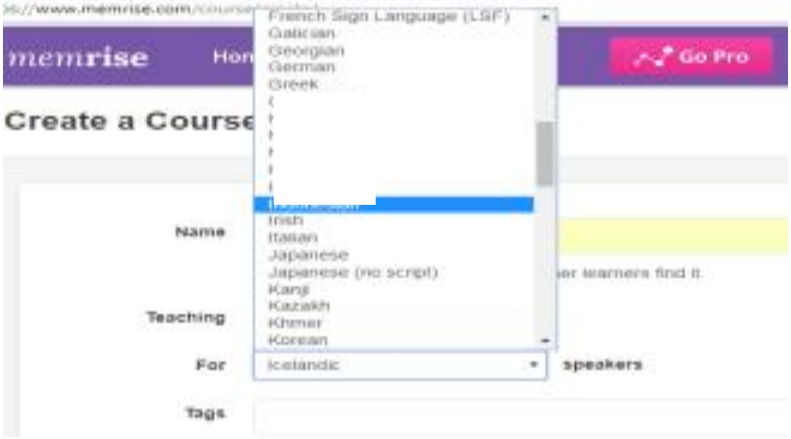
c. When teachers logged then click "Courses", then teachers can click "Create a course".

d. Teachers complete the required information and click CREATE COURSE when teachers finish.

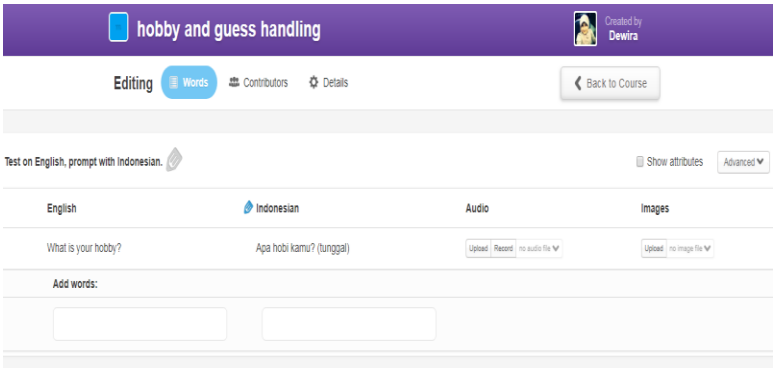


[17]Aleksandra Luczak, "Using Memrise in Legal English Teaching", *Studies in logic, Grammar and Rhetoric*, Vol. 49, No. 62, (Published Online: De Gruyter Open, 2017), DOI: https://doi.org/101515/slgr-2017-0009, 145-146


Languages
European
English
Spanish (Mexico)
Spanish (Spain)
French
German
German
Small German Dialects
Swiss German
Portuguese (Brazil)
Italian
Portuguese (Portugal)
Dutch
Finnish
Danish
Greek
Norwegian
Swedish
memrise
Create a Course
Name
Teaching
English


French Sign Language (LSF)
Galician
Georgian
German
Greek
Irish
Italian
Japanese
Japanese (no script)
Kanji
Kazakh
Khmer
Korean
memrise
Go Pro
Create a Course
Name
Teaching
For
Icelandic
speakers
Tags

e. Next step is time to ADD WORDS to teach or learn by filling the boxes

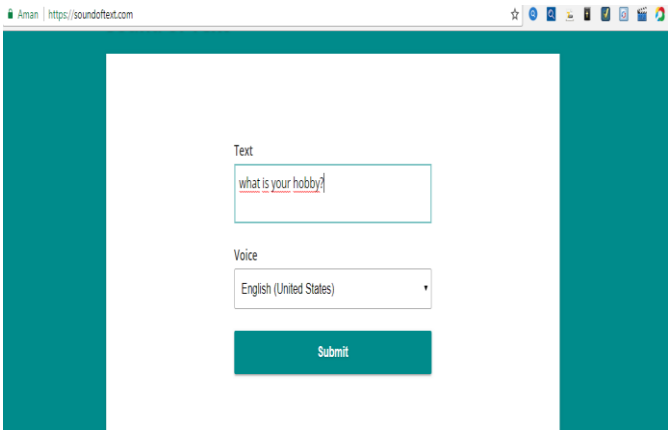


In this step, to add more words teachers click (+). Teachers can delete columns which teachers do not need by clicking them and following instruction in a pop up window. If teachers want to add audio to teachers memrise course[18]:

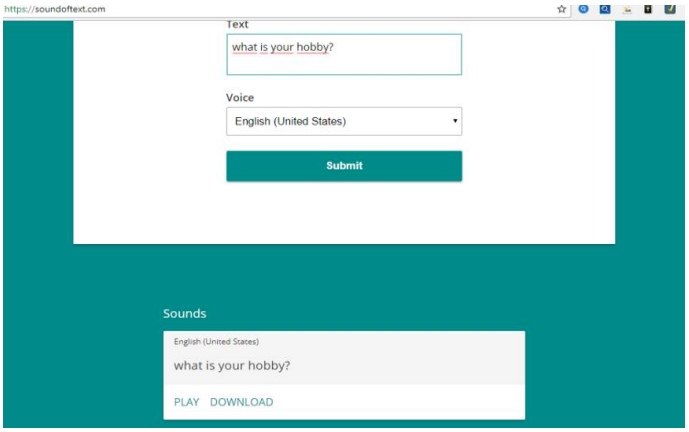
1) Teachers go to http://soundoftext.com/.

2) Type the word or phrase the pronunciation of which teachers want to hear in the search box (teachers can type longer phrases up to 100 characters), choose the language word or phrase in text column and click SUBMIT.

[18]Aleksandra Luczak, "Using Memrise in Legal English Teaching", *Studies in logic, Grammar and Rhetoric*, Vol. 49, [illegible] (Published Online: De Gruyter Open, 2017), DOI: https://doi.org/101515/slg[illegible]09, 145-146.

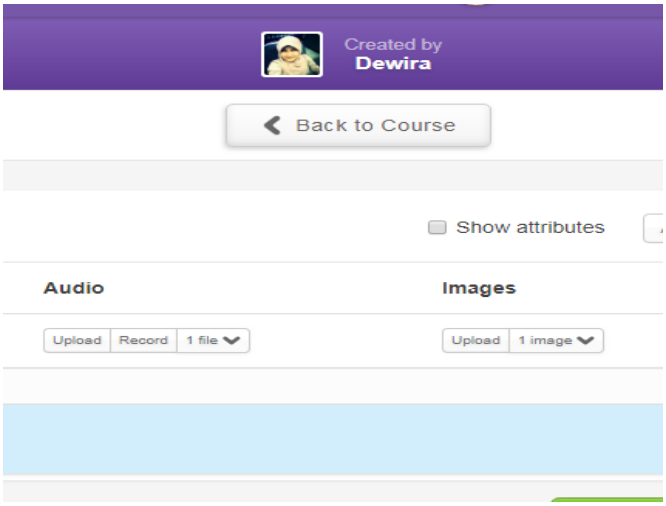


3) Save the result (i.e. mp3 file with the recording) on teachers disc.



4) Go back to editing teachers course on memrise.

5) Upload the mp3 file to AUDIO column on memrise.



4. The Advantages of Memrise

There are several advantages of memrise for both teacher and learners. They are:

a. Memrise has several strong features that make it an appealing learning option for students and teachers. This features is built from cognitive science, so learners can engage with the material in a way that enables information storage in the long-term memory[19]

b. Memrise is multimedia. Audio supported by text and images can attract students attention so can make students motivation increase in listening learning, compared to students only learning listening by audio.

[19] Ed Cook and Dr. Greg Detre, "Memrise", *The Electronic Journal for English as a Second Language*, Vol. 21, No. 1, (2017), 10.

All in all, the use of memrise proves to be very beneficial both for the users (learners) and the authors of the courses. Memrise courses can be created almost instantly with just one click and later the vocabulary base can serve other purposes[20]

[20] Aleksandra Luczak, "Using Memrise in Legal English Teaching", *Studies in logic, Grammar and Rhetoric*, Vol. 49, No. 62, (Published Online: De Gruyter Open, 2017), DOI: https://doi.org/101515/slgr-2017-0009, 152.

CHAPTER III

METHOD OF THE RESEARCH

A. Research Method

In this research, the researcher will use Experimental research. Experimental research divided into three types, they are:

1. pre-experiment that may have pre- and –post treatment, but lacks of control group.
2. quasi experimental that has both pre- and post-test and experimental and control groups, but no random assignment of subjects.
3. true experiment that also has pre- and post-test experiment with random assignment of subject.[21]

From that explanation, the researcher uses quasi experiment, so there will be two classes between experiment and control class.

In applying this research, the researcher teaches listening skills through Memrise as experimental class and teaches listening skills without memrise as control class. In order the researcher to know

[21] David Nunan, *Research Methods in Language Learning*, (New York: Cambridge University Press, 1992), 41.

further the effectiveness of Memrise towards students' listening skills.

B. Place and Time

In research activity, the researcher will take place for research at SMK YAPIDI Jayanti Tangerang, because based on the background of this research that there is problem at SMK YAPIDI Jayanti Tangerang on students' listening skills. The first observation was started on April 30th. The researcher will be conducting the research on Mei 2018 until finish.

C. Population and Sample

1. Population

According to David Nunan "a population is all cases, situation or individuals who share one more characteristics."[22] The population of this research are Multimedia students in the second grade of SMK YAPIDI Jayanti Tangerang, because listening by using Memrise will be taught at second grade. Second grade students at SMK YAPIDI Jayanti Tangerang is 62 students. 31 students in class Multimedia I and 31 students in class Multimedia II.

[22] Nunan, *Research Methods in Language Learning*, 231

2. Sample

According to David Nunan "sample is a subjet of individuals or cases from within population."[23] The researcher takes subject as the population in this research as many 62 students. Because second grade of Multimedia student at SMK YAPIDI Jayanti Tangerang only consists of two classes. 31 students of experimental class and 31 students of control class. Therefore, the researcher took 31 students in experimental class (Multimedia II) and 31 students in control class (Multimedia I).

D. The Research Instrument

Reserch instrument is for fasilitation that use by researcher to collect the data. Resercher uses two test to know the students' listening skills that are pre-test before treatment and post-test after treatment. The result from the test that will make researcher knows what is the treatment effective toward students' listening skill.

[23] Nunan, *Research Methods in Language Learning*, 232

E. The Technique Data Collecting

Collecting data is an important thing in this research that can be determine. The technique data collecting will use this research are:

1. Pre-test

   The test that is given to both of control class before giving treatment without using Memrise and experiment class before given treatment by using Memrise at SMK YAPIDI Jayanti Tangerang.

2. Post-test

   The test that is given to both of control class after given the treatment without using Memrise and experiment class after given treatment by using Memrise at SMK YAPIDI Jayanti Tangerang.

3. Documentation

   During the research, the writer will take documentation with form photos.

F. The Technique Data Analysis

To analyze the data, the researcher will uses Quantitative technique. To analyze the data for students' listening skills in

experimental class and control class. So, to find out significant the effectiveness of Memrise towards students' listening skills, the data use variable of research. Improving Students' listening skills by using usual method is named variable (Y), and using Memrise is named variable (X).

To analysis data, the researcher will uses comparing two means or t-Test. T-test is the most frequently used measure in language research when comparing means score for two group. The t-test is only used if the measurements consist of interval data (such as scores). Also, t-tests are always used to compare only two sets of data.One widely used statistic for determining significant differences between two means is the t-test (always written with a lowercase t)[24].

The steps for statistic analyze that are[25] :

1. Determining mean of variable X1 with formula :

$$M_{1=}\frac{\Sigma X_1}{N_1}$$

2. Determining mean of variable X2 with formula :

[24] David Nunan, Kathleen M. Balley, *Exploring Second Language Classroom Research*, (Boston: Heinle, Cengange Learning, 2009), 373.

[25] Anas Sudjiono, *Pengantar Statistik Pendidikan*, (Jakarta: Rajawali Pers, 2012), 317.

$$M_{2} = \frac{\sum X_2}{N_2}$$

3. Determining derivation score variable x1 with formula :

$$x_1 = X_1 - M_1$$

4. Determining derivation score variable x2 with formula :

$$x_2 = X_2 - M_2$$

After collecting the data from pre-test and post-test, the researcher analyze it by using statistic calculation of t-test by using fisher formula with significance degree 5% and 1%. The formula is as follow :

$$t = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum x_1^2 + \sum x_2^2}{N_1 + N_2 - 2}\right)\left(\frac{N_1 + N_2}{N_1 . N_2}\right)}}$$

Notes :

M_1 = Mean score of the experiment class

M_2 = Mean score of the control class

$\sum x_1^2$ = Sum of square deviation score in experiment class

$\sum x_2^2$ = Sum of square deviation score in control class

N_1 = Number of students of experiment class

N_2 = Number of students of control class

2 = Constant number

df = Degree of Freedom (df = $N_1 + N_2 - 2$)

CHAPTER IV

RESULT AND DISCUSSION

A. Description of Data

After conducting the research. The researcher analyzes the quantitative data. The data is obtained by giving test to the experimental class and control class. The test divided two types are pre-test and post-test. Pre-test was given before treatment and post-test was given after treatment.

The researcher analyzed some data to find out the effect of memrise toward students listening skill. They are the score of pre-test both control class and experiment class, the score of post-test both control class and experiment class, and the differences between pre-test and post-test score of students. The writer describes the data in experimental and control class as below:

1. Experiment Class

The researcher describes the result of pre-test at the experiment class by the table as follow:

Table 4.1

The students' score of pre-test at the experiment class

NO.	RESPONDENTS	SCORE
1	Ar	40
2	AB	55
3	AJ	65
4	AMY	65
5	DR	45
6	DS	55
7	DS	50
8	HM	40
9	LAM	65
10	LY	75
11	Ma	40
12	MNH	65
13	NM	60
14	NY	70
15	Re	75
16	RD	70

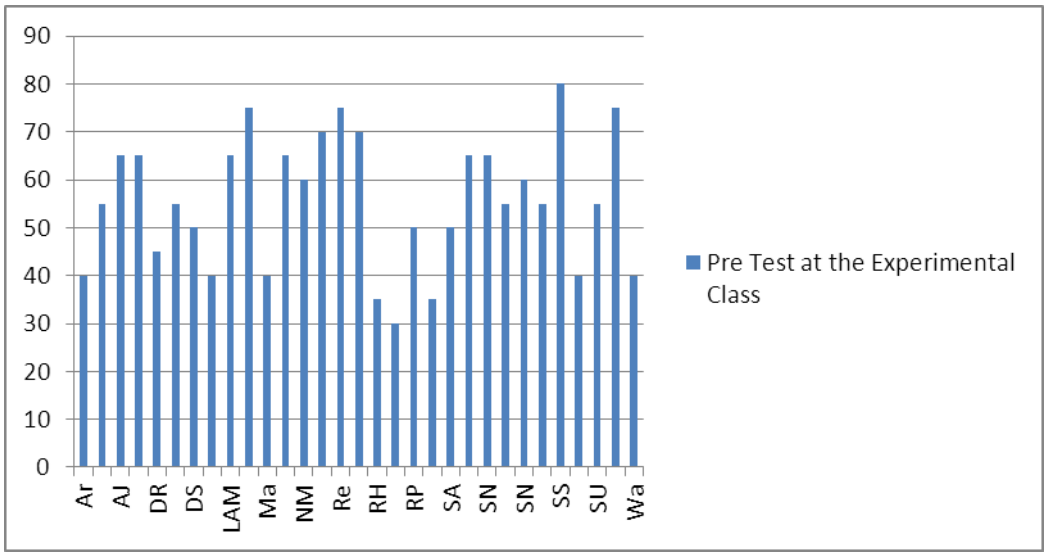
17	RH	35
18	RM	30
19	RP	50
20	Sy	35
21	SA	50
22	SA	65
23	SN	65
24	SN	55
25	SN	60
26	SR	55
27	SS	80
28	SS	40
29	SU	55
30	US	75
31	Wa	40
N=31	TOTAL	$\sum X$ = 1.725
	AVERAGE	M = 55,65

Mean of Pre-test:

X = $\frac{\sum X}{N} = \frac{1.725}{31} = 55{,}65$ (the mean of pre-test at the experiment class is 55,65)

Graphic 4.1

The students' score of pre-test at the experiment class



And the result of post-test in ex t class got better score. The result of post-test in experiment clas ɔed by the table below:

Table 4.2

The students' score of post-test at the experiment class

NO.	RESPONDENTS	SCORE
1	Ar	60
2	AB	60
3	AJ	75
4	AMY	80
5	DR	65
6	DS	75
7	DS	70
8	HM	60
9	LAM	80
10	LY	85
11	Ma	55
12	MNH	70
13	NM	70
14	NY	90
15	Re	85
16	RD	80

17	RH	60
18	RM	55
19	RP	70
20	Sy	70
21	SA	70
22	SA	70
23	SN	80
24	SN	75
25	SN	85
26	SR	80
27	SS	95
28	SS	65
29	SU	70
30	US	85
31	Wa	50
N=31	TOTAL	$\sum X$ = 2.240
	AVERAGE	M = 72,26

Mean of Post-test:

X = $\frac{\sum X}{N} = \frac{2.240}{31} = 72,26$ (the mean of post-test at the experiment class is 72,26)

Graphic 4.2

The students' score of post-test at the experiment class

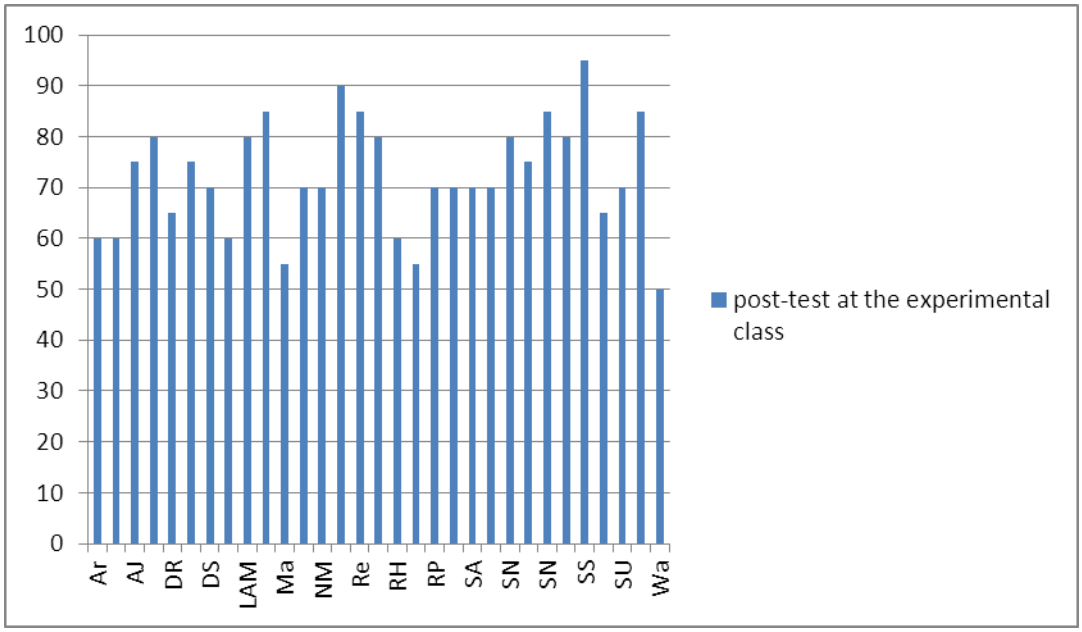


Table 4.3

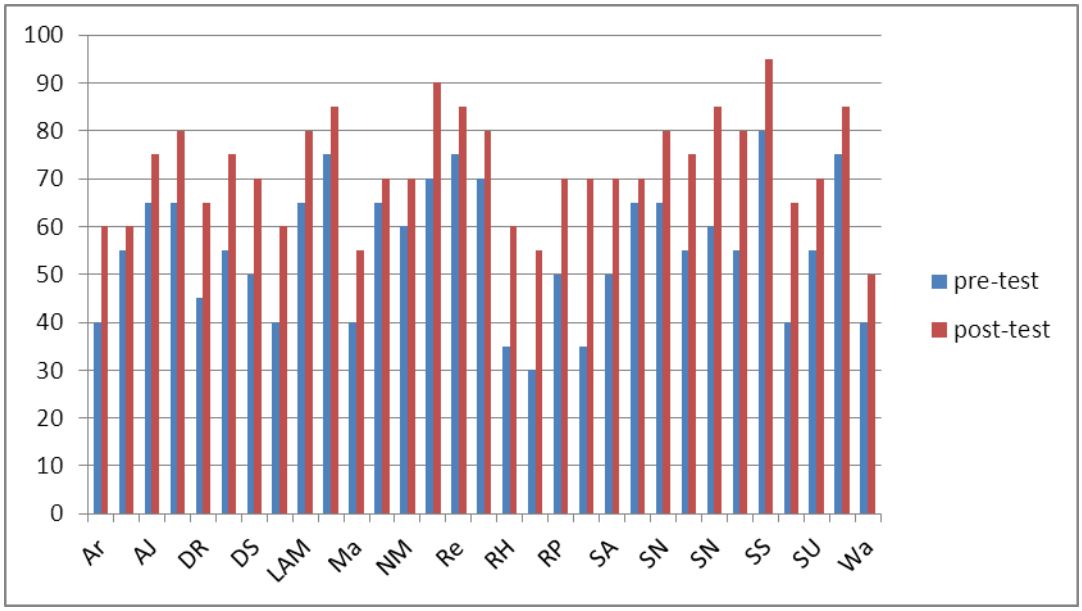
The difference score between pre-test and post-test at the experiment class

NO.	RESPONDENTS	SCORE	SCORE
1	Ar	40	60
2	AB	55	60
3	AJ	65	75
4	AMY	65	80
5	DR	45	65
6	DS	55	75
7	DS	50	70
8	HM	40	60
9	LAM	65	80
10	LY	75	85
11	Ma	40	55
12	MNH	65	70
13	NM	60	70
14	NY	70	90
15	Re	75	85

16	RD	70	80
17	RH	35	60
18	RM	30	55
19	RP	50	70
20	Sy	35	70
21	SA	50	70
22	SA	65	70
23	SN	65	80
24	SN	55	75
25	SN	60	85
26	SR	55	80
27	SS	80	95
28	SS	40	65
29	SU	55	70
30	US	75	85
31	Wa	40	50
N=31	TOTAL	∑X = 1.725	$\sum X$ = 2.240
	AVERAGE	M = 55,65	M = 72,26

Graphic 4.3

The difference score between pre-test and post-test at the experiment class



The table 4.1 above showes the result of students' pre-test score at the experiment class. The data showes the maximum score is 80 and the minimum score is 30. There is one student who got maximum score and there is one student who got minimum score. The average score of pre-test in experiment class is 55,65.

The table 4.2 above showes the result of students' post-test score at the experiment class. The data showes the maximum score is 95 and the minimum score is 50. There is one student who got

maximum score and one student who got minimum score. The average score of post-test in experiment class is 72,26.

The table 4.3 showes the difference result of pre-test and post-test at the experiment class. There is the significant improvement after giving treatment by using memrise, it was seen from the average of the post-test better than pre-test 55,65 < 72,26.

2. Control Class

The researcher describes the result of pre-test at the control class by the table as follow:

Table 4.4

The students' score of pre-test at the control class

NO	RESPONDENTS	SCORE
1	AK	65
2	AM	20
3	AR	70
4	DJN	60
5	DK	75
6	DK	50
7	DL	60
8	DS	30

9	DS	55
10	EK	60
11	EW	55
12	KP	50
13	MA	45
14	MA	60
15	MEP	60
16	MI	30
17	MRR	65
18	SNA	70
19	NA	20
20	NS	55
21	NSD	50
22	RH	55
23	RR	60
24	RS	55
25	SA	65
26	SAL	55
27	SF	70
28	SK	65

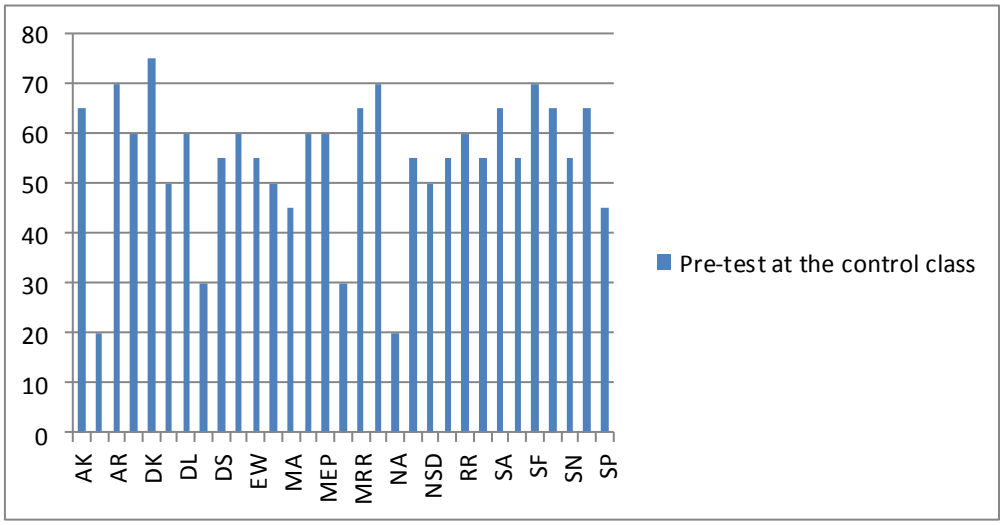
29	SN	55
30	SN	65
31	SP	45
N=31	TOTAL	$\sum X$ = 1.695
	AVERAGE	M = 54,68

Mean of Pre-test:

X = $\frac{\sum X}{N} = \frac{1.695}{31} = 54{,}68$ (the mean of pre-test at the control class is 54,68)

Graphic 4.4

The students' score of pre-test at the control class



While the result of post-test at the control class got better score.

The result of post-test at the control class describes by table below:

Table 4.5

The students' score of post-test at the control class

NO	NAME	SCORE
1	AK	60
2	AM	25
3	AR	65
4	DJN	70
5	DK	85
6	DK	55
7	DL	50
8	DS	35
9	DS	55
10	EK	70
11	EW	60
12	KP	55
13	MA	50
14	MA	50

15	MEP	65
16	MI	40
17	MRR	70
18	SNA	75
19	NA	30
20	NS	55
21	NSD	55
22	RH	60
23	RR	60
24	RS	60
25	SA	70
26	SAL	55
27	SF	80
28	SK	70
29	SN	65
30	SN	75
31	SP	50
N=31	TOTAL	$\sum X$ = 1.820
	AVERAGE	M = 58,71

Mean of Post-test:

X = $\frac{\sum X}{N} = \frac{1.820}{58,71} = 58,71$ (the mean of post-test at the control class is 58,71)

Graphic 4.5

The students' score of post-test at the control class

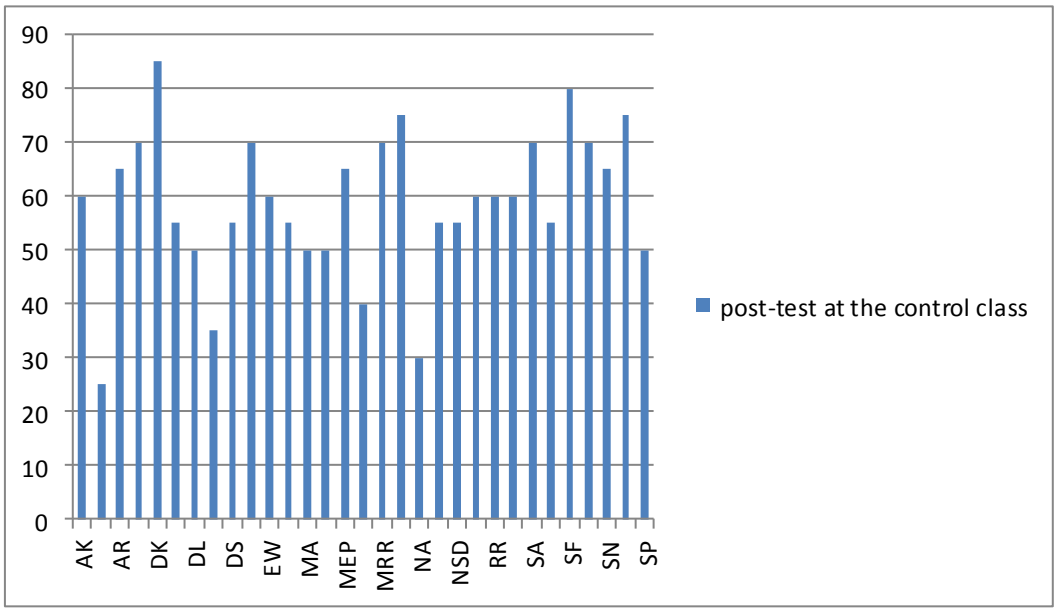


Table 4.6
The difference score between pre-test and post-test at the control class

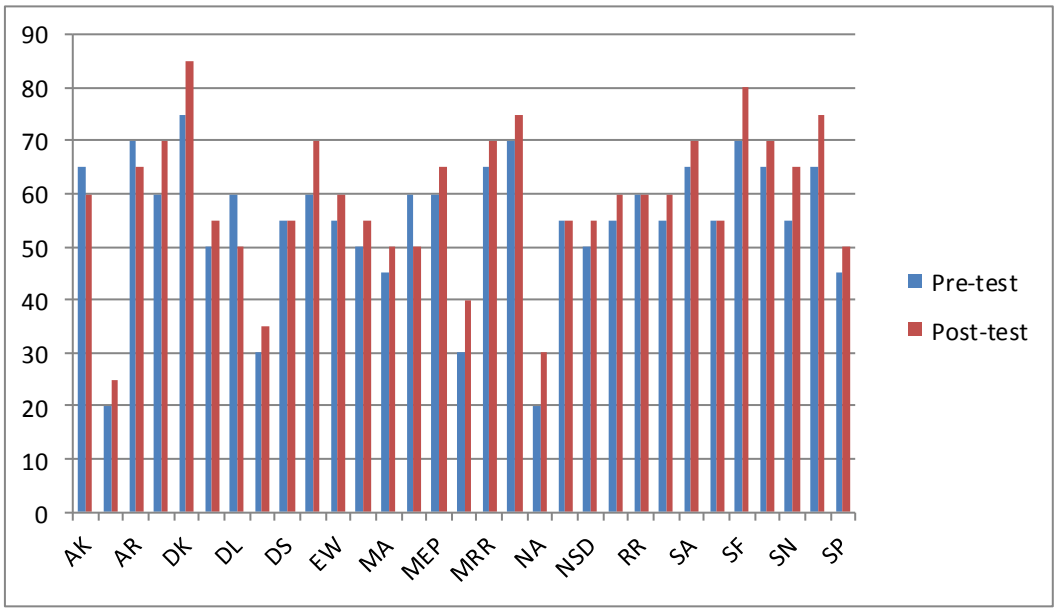
NO	RESPONDENTS	SCORE	SCORE
1	AK	65	60
2	AM	20	25
3	AR	70	65
4	DJN	60	70

5	DK	75	85
6	DK	50	55
7	DL	60	50
8	DS	30	35
9	DS	55	55
10	EK	60	70
11	EW	55	60
12	KP	50	55
13	MA	45	50
14	MA	60	50
15	MEP	60	65
16	MI	30	40
17	MRR	65	70
18	SNA	70	75
19	NA	20	30
20	NS	55	55
21	NSD	50	55
22	RH	55	60
23	RR	60	60
24	RS	55	60
25	SA	65	70
26	SAL	55	55

27	SF	70	80
28	SK	65	70
29	SN	55	65
30	SN	65	75
31	SP	45	50
N=31	TOTAL	$\sum X$ = 1.695	$\sum X$ = 1.820
	AVERAGE	M = 54,68	M = 58,71

Graphic 4.6

The difference score between pre-test and post-test at the control class



The table 4.4 above showes the result of students' pre-test score at the control class. The data showes the maximum score is 75 and the minimum score is 20. There is one student who got maximum score and there are two students who got minimum score. The average score of pre-test at the control class is 54,68.

The table 4.5 above showes the result of students' post-test score at the control class. The data showes the maximum score is 85 and the minimum score is 25. There is one student who got maximum score and there is one student who got minimum score. The average score of pre-test at the control class is 58,71.

The table 4.6 showes the difference result of pre-test and post-test at the experiment class. There was the significant improvement after giving treatment by using Memrise, it was seen from the average of the post-test better than pre-test 54,68 < 58,71.

B. Data Analysis

1. Experiment Class

The researcher analyzes the data by comparing students' score in pre-test and post-test at the experiment class. The students' improvement score caused the researcher used memrise in teaching listening skill. The researcher describes the

students' improvement score of pre-test and post-test at the experiment class by the table below:

Table 4.7

The difference score between pre-test and post-test result of experiment class

No	Respondents	Pre-test (X_1)	Post-test (X_2)	Difference ($X_2 - X_1$)
1	Ar	40	60	20
2	AB	55	60	5
3	AJ	65	75	10
4	AMY	65	80	15
5	DR	45	65	20
6	DS	55	75	20
7	DS	50	70	20
8	HM	40	60	20
9	LAM	65	80	15
10	LY	75	85	10
11	Ma	40	55	15

12	MNH	65	70	5
13	NM	60	70	10
14	NY	70	90	20
15	Re	75	85	10
16	RD	70	80	10
17	RH	35	60	25
18	RM	30	55	25
19	RP	50	70	20
20	Sy	35	70	35
21	SA	50	70	20
22	SA	65	70	5
23	SN	65	80	15
24	SN	55	75	20
25	SN	60	85	25
26	SR	55	80	25
27	SS	80	95	15
28	SS	40	65	25
29	SU	55	70	15

30	US	75	85	10
31	Wa	40	50	10
N=31	TOTAL	∑X = 1.725	∑X = 2.240	∑ = 515
	AVERAGE	M = 55,65	M = 72,26	

The table 4.7 above showes the difference score between pre-test and post-test at the experimental class. The difference score is the result from the post-test scores reduced pre-test score. There is significant difference score between pre-test and post-test at the experiment class by the higgest score is 35 and the lowest is 5.

2. Control Class

The researcher analyzes the data by comparing students' score in pre-test and post-test at the control class. This result describes by the table below:

Table 4.8

The difference score between Pre-test and Post-test result of control class

No	Respondents	Pre-test (X_1)	Post-test (X_2)	Difference ($X_2 - X_1$)
1	AK	65	60	-5
2	AM	20	25	5
3	AR	70	65	-5
4	DJN	60	70	10
5	DK	75	85	10
6	DK	50	55	5
7	DL	60	50	-10
8	DS	30	35	5
9	DS	55	55	0
10	EK	60	70	10
11	EW	55	60	5
12	KP	50	55	5
13	MA	45	50	5
14	MA	60	50	-10
15	MEP	60	65	5
16	MI	30	40	10

17	MRR	65	70	5
18	SNA	70	75	5
19	NA	20	30	10
20	NS	55	55	0
21	NSD	50	55	5
22	RH	55	60	5
23	RR	60	60	0
24	RS	55	60	5
25	SA	65	70	5
26	SAL	55	55	0
27	SF	70	80	10
28	SK	65	70	5
29	SN	55	65	10
30	SN	65	75	10
31	SP	45	50	5
N=31	TOTAL	$\sum X$	$\sum X$ = 1.820	$\sum$ = 125
	AVERAGE	M = 54.68	M = 58.71	

The table 4.8 above showes the difference score between pre-test and post-test at the control class. The difference score is the result from the post-test scores reduced pre-test score. There

is significant difference score between pre-test and post-test at the control class by the highest score is 10 and the lowest is -10.

After getting the data from score of two classes, then the researcher analyzes it by using t-test. The formula as follow:

$$t_0 = \frac{M_1 - M_2}{\left(\frac{\sum x_1^2 + \sum x_2^2}{N_1 + N_2 - 2}\right)\left(\frac{N_1 + N_2}{N_1 \cdot N_2}\right)}$$

Notes:

t_0 = t observation

M_1 = Mean score of the experiment class

M_2 = Mean score of the control class

$\sum x_1^2$ = Sum of square deviation score in experiment class

$\sum x_2^2$ = Sum of square deviation score in control class

N_1 = Number of students of experiment class

N_2 = Number of students of control class

2 = Constant number

df = Degree of Freedom (df = $N_1 + N_2 - 2$)

Table 4.9

The result calculation of post-test at the experimental class (X_1^2)

and the control class (X_2^2)

No	X_1	X_2	x_1	x_2	x_1^2	x_2^2
1	60	60	-12.26	1.29	150.31	1.66
2	60	25	-12.26	-33.71	150.31	1136.36
3	75	65	2.74	6.29	7.51	39.56
4	80	70	7.74	11.29	59.91	127.46
5	65	85	-7.26	26.29	52.71	691.16
6	75	55	2.74	-3.71	7.51	13.76
7	70	50	-2.[illegible]	8.71	5.11	75.86
8	60	35	-12.26	-23.71	150.31	562.16
9	80	55	7.74	-3.71	59.91	13.76
10	85	70	12.74	11.29	162.31	127.46
11	55	60	-17.26	1.29	297.91	1.66
12	70	55	-2.26	-3.71	5.11	13.76
13	70	50	-2.26	-8.71	5.11	75.86
14	90	50	17.74	-8.71	314.71	75.86
15	85	65	12.74	6.29	162.31	39.56

16	80	40	7.74	-18.71	59.91	350.06
17	60	70	-12.26	11.29	150.31	127.46
18	55	75	-17.26	16.29	297.91	265.36
19	70	30	-2.26	-28.71	5.11	824.26
20	70	55	-2.26	-3.71	5.11	13.76
21	70	55	-2.26	-3.71	5.11	13.76
22	70	60	-2.26	1.29	5.11	1.66
23	80	60	7.74	1.29	59.91	1.66
24	75	60	2.74	1.29	7.51	1.66
25	85	70	12.74	11.29	162.31	127.46
26	80	55	7.74	-3.71	59.91	13.76
27	95	80	22.74	21.29	517.11	453.26
28	65	70	-7.26	11.29	52.71	127.46
29	70	65	-2.26	6.29	5.11	39.56
30	85	75	12.74	16.29	162.31	265.36
31	50	50	-22.26	-8.71	495.51	75.86
∑	2.240	1.820	-0,06	-0,01	3.641,94	5.698,39

Note :

X_1 = Score Post-test (Experimental Class)

X_2 = Score Post-test (Control Class)

x_1 = X_1 - M_1(Mean X_1)

x_2 = X_2 - M_2 (Mean X_2)

x_1^2 = The Squared Value of x_1

x_2^2 = The Squared Value of x_2

From the table above, the researcher got the data $\sum X_1$ = 2.240, $\sum X_2$ = 1.820, $\sum x_1^2$ = 3.641,94 $\sum x_2^2$ = 5.698,39 where as N_1 = 31 and N_2 = 31. After that the writer calculated them based on the t-test formula, the steps as follow:

1. Determine mean of variable X_1 and X_2

   Variable X_1 $M_1 = \frac{\sum x_1}{N_1} = \frac{2.240}{31}$ = 72,26

   Variable $X_2 M_2 = \frac{\sum x_2}{N_2} = \frac{1.820}{31}$ = 58,71

2. Determine t-test

   $\sum x_1^2$ = 3.641,94

   $\sum x_2^2$ = 5.698,39

   df = $N_1 + N_2 - 2$ = 31 + 31 – 2 = 60

$$t_o = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum x_1^2 + \sum x_2^2}{N_1 + N_2 - 2}\right)\left(\frac{N_1 + N_2}{N_1 \,.\, N_2}\right)}}$$

$$= \frac{72{,}26 - 58{,}71}{\sqrt{\left(\frac{3.641{,}94 + 5.698{,}39}{31+31-2}\right)\left(\frac{31+31}{31\,.\,31}\right)}} = \frac{13{,}55}{\sqrt{\left(\frac{9.340{,}33}{60}\right)\left(\frac{62}{961}\right)}}$$

$$= \frac{13{,}55}{\sqrt{155{,}6722 \times 0{,}0645}} = \frac{13{,}55}{\sqrt{10{,}0409}}$$

$$= \frac{13{,}55}{3{,}1687} = 4{,}28$$

The result of the calculation of the data on the formula of t-test is t_o or $t_{observatio\_}$ is 4,28.

C. Hypothesis Testing

The data obtained from experiment class and control class is calculate with the assumption as follow:

If $t_0 > t_t$: the alternative hypothesis was accepted. It means there is significant effect of using memrise in improving students' listening skill than without using memrise. If $t_0 < t_t$: null hypothesis was rejected. It means there is no significant effect of using memrise in improving students' listening skill than without it.

From the result of calculation above, it is obtained that the value of t_o $(t_{observation})$ was 4,28, the degree of freedom (df) = 60.

In the degree significance 5% = 1,67 in degree of significance 1% = 2,39. After that the researcher compares the data with t_t (t table) both in degree significance 5% and 1%. Therefore $t_o : t_t$ = 4,28 > 1,67 in degree of significance 5% and $t_o : t_t$ = 4,28 > 2,39 in degree significance 1%.

The statistic hypothesis states that if t_o is higher than t_t, it shows that H_a(alternative hypothesis) of the result is accepted and H_o(null hypothesis) is rejected. It means that there was an effect of memrise in improving students' listening skill.

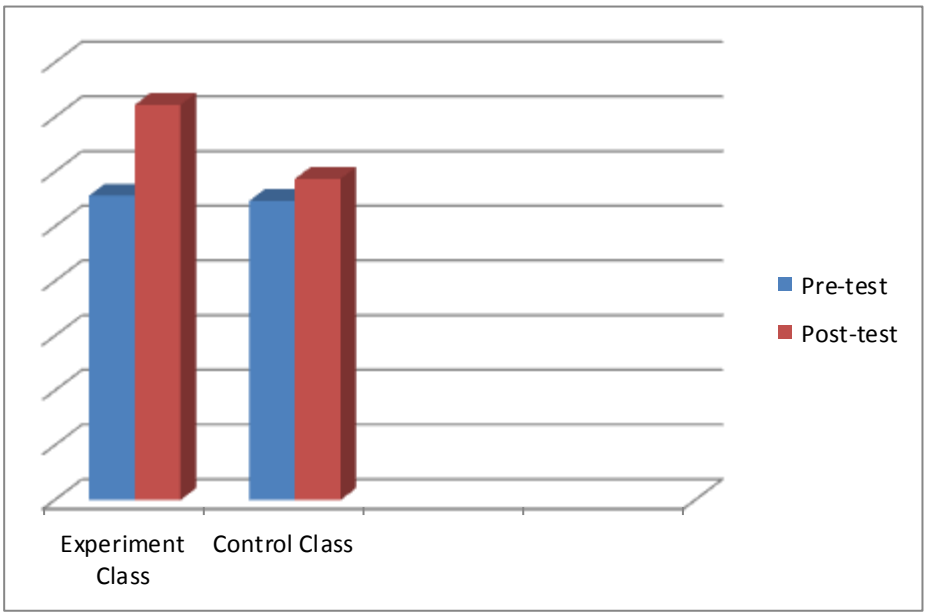
D. Interpretation Data

From the result of the research that the mean of pre-test score obtained by students of SMK YAPIDI at the class XI Multimedia II (experiment class) 55,65 is higher than class XI Multimedia I (control class) 54,68. The highest score of pre-test at the class XI Multimedia II (experiment class) is 80 and at the class XI Multimedia I (control class) is 75. The lowest score of pre-test at the class XI Multimedia II (experiment class) is 30 and at the class XI Multimedia I (control class) is 20. It means that the distribution of score at the experiment class is highest than control class.

The mean of post-test score at the experiment class is 72,26 is greater than at the control class is 58,71. The highest score at the experiment class is 95 and at the control class is 85. The lowest score at the experiment class is 30 and at the control class is 20. It means that the distribution of score post-test at the experiment class is greater than class control. From the description, the researcher made graphic for more details of average of pre-test and post-test can be seen below:

Graphic 4.1

The average of pre-test and post-test at the experiment and control class



Based on the data obtained from the research of experiment class and control class among the average score, t observation and comparison with t table. The researcher summarizes that the students taught by using memrise get more improvement in listening skill than the students taught without using memrise.

The students who taught by using memrise were easily listening the words, and doing many activities that make them more active in learning English escpecially in English listening.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research, the researcher concludes that:

1. From the result of the analysis of the research, it proves that the students' score of listening taught by using memrise is increase. This result has answered the research question that the use of memrise in teaching listening is effective. It can be seen the result of pre-test (before students given treatment) at the experiment class, the lowest score is 30 and the highest score is 80. The result after students given treatment it can be seen from the result of post-test at the experiment class, the lowest score is 50 and the highest score is 95.
2. After conducting the research, the researcher got the result of the calculation of t_o $(t_{observation})$ is 4,28 and t_t of degree of significance 5% is the 1,67. It means that alternative hypothesis (H_a) is accepted and null hypothesis is rejected because of $t_o > t_t$. It means that there is an effect of memrise in improving students' listening skill.

B. Suggestion

The success in teaching listening does not depend on the lesson program only, but more important is how the teacher present the lesson and uses various media or techniques to make the learning process more interesting and enjoyable. Therefore the researcher would like to give suggestions in applying memrise. And after making the conclusion above, there are some suggestions for English teachers and students:

1. For the teachers
    a. The teacher should create a good preparation for good learning condition to make the students interested and motivated in the teaching and learning process.
    b. Find the materials that related to the syllabus, if the research is focusing on the listening subject, the researcher has to match it with the standard of competence of listening part.
    c. Giving clear instruction in memrise procedure for makes students confuse when they use memrise.
    d. The teacher should make sure the topic or theme that will be learned is appropriate with the time.

2. For the students

    a. The students have more spirit and motivated in teaching learning process.

    b. The students should develop their knowledge by studying English especially listening using media which close with their life so they can learn wherever they want like memrise. Because memrise is an online application available on the website www.memrise.com as well as in mobile version provided by apple and google play store.