IMPROVING STUDENT'S MASTERY OF IRREGULAR VERB BY USING MEMRISE APPLICATION AT THE TENTH GRADE OF MAN SIDOARJO

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S. Pd) in Teaching English

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1

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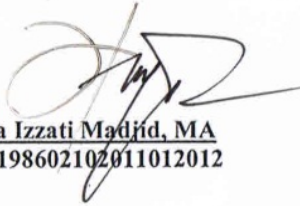
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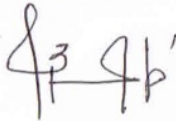
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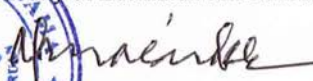
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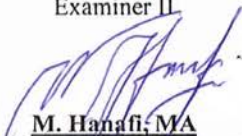
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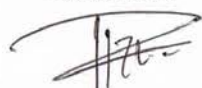
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iii

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ABSTRACT

Cholifaturrosydah, Elly. (2018). *ImprovingStudent's Mastery of Irregular Verbs by Using Memrise Application at the Tenth Grade of MAN Sidoarjo*. A Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisors: Hilda Izzati Madjid, MA,. Rakhmawati,M.Pd

Key word: Memrise Application, Mastery of Irregular Verb.

In learning English, grammar has to be mastered by student especially about verb. According to its past form, there are regular and irregular verb. Most of learners are difficult to learn irregular verb especially for the past form because inconsistent changing of vowels, and the amount that much relative, therefore, student has problem in memorizing. This study aimed to describe whether the student's mastery of irregular verb improved or not by using Memrise application at tenth grade of MAN Sidoarjo. Memrise application is a software application offered the user to memorize vocabulary or learning grammar easily due to this application has features as Daily target, Reminder, Mnemonic training and soon. This study conducted an experimental research, taken two classes to be the sample, experimental and control class. Observation note, pretest-posttest are used as the instrument to collect the data. Researcher gave both classes treatments (experimental class using Memrise application) and (control class using Quizlet application) after giving them pretest, and then giving posttest after the treatment has done. Mann Whitney U Test is used to test the hypothesis. The result found that Memrise application has improved the student's mastery of irregular verbs at tenth grade of MAN Sidoarjo, the result of significance value between experimental class and control class was $0.000 < 0.05$. Z Score showed experimental class was $-4.475 > -1.706$ that the score of Control class, it means there is a significant difference in post-test average score between both the classes, it proved that treatments using Memrise application improved better than

who not using Memrise application for the student's mastery of irregular verb at tenth grade of MAN Sidoarjo.

ABSTRACT

Cholifaturrosydah, Elly. (2018). *Improving Student's Mastery of Irregular verb by Using Memrise Application at the Tenth Grade of MAN Sidoarjo.* A Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Pembimbing: Hilda Izzati Madjid, MA, Rakhmawati,M.Pd.

Kata kunci: Memrise Application.

Di dalam belajar baahasa Inggris, Grammar harus di kuasai oleh murid, khususnya tentang kata kerja. Menurut bentuknya, ada kata kerja bentuk Regular dan Irregular. Kebaaaanyaakaaan murid-murid kesulitan untuk mempelajari kata kerja Irregular, khususnya pada bentuk lampau karena kata kerja Irregular tidak konsisten dalam perubahan suara dan jumlahnya yang relative banyak, itulah mengapa, murid mempunyai masalah di dalam menghafalkanya. Penelitian ini bertujuan untuk mendeskripsikan apakah penggunaan Aplikasi Memrise memperbaiki atau tidak pada penguasaan kata kerja Irregular pada kelas sepuluh di MAN Sidoarjo. Aplikasi Memrise adalah aplikasi sebuah aplikasi lunak yang menawarkan pengguna untuk menghafalkan kosa kata atau belajar Grammar dengan mudah, karena Aplikasi ini mempunyai layanan seperti Daily target, Reminder, Mnemonic training and soon. Penelitian ini melaksanakan penelitian Ekperiment, mengambil dua kelas sebagai sample, kelas Ekperimen dan kelas Kontrol. Catatan Observasi, Pretest and Posttest digunakan sebagai alat untuk mengumpulkan data. Peneliti memberikan treatment pada kedua kelas (kelas ekperimen mnggunakan aplikasi Memrise) and (kelas control menggunakan aplikasi Quizlet) setelah memberi mereka pretest, dan kemudian memberikan Posttest setelah treatment selesai. Mann Whitney U Test digunakan untuk menguji hipotesis. Hasilnya menemukan Aplikasi Memrise memperbaiki penguasan kata kerja Irregular verb pada kelas sepuluh di MAN Sidoarjo. Hasil nilai signifikan antara kelas ekperimen dan kelas kontrol $0.000 < 0.05$. Nilai Z menunjukkan kelas ekperimen adalah -

4.475 > -1.706 yang mana adalah nilai kelas kontrol, itu berarti ada perbedaan secara signifikan rata-rata nilai post-test antara kedua kelas, itu membuktikan bahwa treatments menggunakan aplikasi Memrise memperbaiki lebih baik daripada murid yang tidak menggunakan aplikasi Memrise pada penguasaan kata kerja Irregular pada kelas sepuluh di MAN Sidoarjo

TABLE OF CONTENT

LIST OF TABLES

LIST OF APPENDICES

LIST OF FIGURES

CHAPTER I
INTRODUCTION

This chapter describes research background of this research that contains the reasons why the researcher conducted this research, then based on the research background, the researcher formulated research questions of this research, the explanation about objective of the research, hypothesis, significance of the research, scopes and limits of the research, and definition of key terms also presented in this chapter.

A. Research Background

Recently, technology has been a part in our daily life. Technology of information and communication have gone into many aspects in society, especially for Internet that we can get and share information, build communication, and soon. Its role is not only used for company, business, and banking but also for education, it reflects to Dudeney stated many schools have been facilitated with computers and connected with internet.[1] Each technological tool has its specific benefits and application with one of the four language parts (speaking, listening, reading, and writing).[2] In education, internet have promoted in teaching learning process, especially for learning language. It can be concluded that the purpose of creating technology is to help the learner's problems in learning language; it is not only for student, but as an English teacher can use technology of education or education tools to promote teaching learning process as Young stated one of these technology tools is Internet, which has given students a new way to do research, allowed teachers to offer a wider topic range, and made available an endless amount of

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[1] Gavin Dudeney, *"The internet and the language classroom"*, (A practical guide for teachers), Cambridge University press 2007, 32.
[2] Bassma Basheer Nomass , "The Impact of Using Technology in Teaching English as a Second Language", *(English Language and Literature Studies),* Vol. 3, No. 1; 2013, 111.

information.[3]Thus, using internet will give advantage not only for student such as teacher can get more ideas or information to develop teaching learning process.

In learning English there are skills that must be mastered by student that are listening, reading, speaking and writing. To integrate for those skills there are components that also must be learnt by the student such as, structure, spelling, pronunciation, vocabulary and grammar. Grammar has also been mastered by student. Mart stated grammar is a set of rules that plays a significant role in language acquisition because it helps learners combine and organize words in order to build sentences, and express their thoughts properly. [4]Grammar is clearly a very important component of language learning. It reflects a belief that grammar is important not as something separate from communication, but precisely because it enables or facilitates communication.[5] It is especially about verb, due to the Verbs are the key elements in sentences[6]. The verb is indispensable: without it no sentence can be made. A verb is needed to express the thought, and the verb is the only part of speech that can by itself express a thought.[7]Moreover, Silvia Robertson said that a verb in general is the key to the meaning of the sentence. Due to their prime importance, verb has to be learnt and mastered by student.

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[3]Rose Young, "Using Technology Tools in the Public", *(A Research Paper Submitted in Partial Fulfilment of the Requirement for the Master of Science Degree in Education)*, December 2008), 2.

[4] Mart, C. (2013). Teaching grammar in context: Why and How? Theory and Practice in Language Studies, 3(1),124.

[5] Emanuelli Fernanda Torres, ''Some Important Aspects in the Grammar Teaching Process''Curitiba, 2005, 3

[6]Deterding and Poedjosoedarmo, *"The Grammar of English: Morphology and Syntax for English Teachers in Southeast Asia"*. Singapore:Prentice Hall, 2002, 36.

[7] James C. Fernald *"English Grammar Simplified",* (New York: Barnes & Noble Books, 1979) p.79

According to Thornburry, verb is one of word classes which is word or phrases that express an action, an even, or a state. [8]There are two kinds of verb according to its past form, regular verb and irregular verb. Regular verb is past form of verb which is added by "d" or "ed" to form it from present to past form, while irregular verb is past form of verb which does not have formula to change it from present to past form.[9]

Most of learners are difficult to learn irregular verb because it has three forms and it makes student gets confused as Nesbitt, Hellen, and believe that irregular verbs are somewhat confusing, a bit more complicated than nouns and you must learn their form three.[10] Idek and Lee lai fong also said Irregular verbs are one of the most challenging grammatical structures for ESL students to learn.[11] Due to the inconsistent the changing of vowels in irregular verbs it must be make student difficult to learn it especially for the past form.

Thomson and Martinet said that the simple past form of each irregular verb must therefore be learnt, but once this is done there is no other difficulty, as irregular verbs (like regular verbs) have no inflexions in the past tense, [12]it means that the past form of irregular verb is difficult to be learn because has inflection.

Based on the preliminary research in MAN Sidoarjo, by interviewing the English teacher the researcher find the students' difficulties that were:

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[8]Scoot Thornbury, "*How to Teach Vocabulary*", England: Longman), 2002, 144.
[9] ibid
[10]Hassan Ayuba,"Competence and performance in the use of Irregular verb by student in selected senior secondary schools in Kano", September 2014, 2.
[11]Sirhajwan Idek and Lee Lai Fong, "The Use of Dictogloss as an Information Gap Task in Exploiting Dual Application Principle in Learning Irregular Verbs", *Journal of Management Research*, ISSN 1941-899X 2015, Vol. 7, no. 2.
[12]Thomson and Martinet, *"A Practical English Grammar",* (New York: Oxford University Press, 1986), 161.

a. Students get difficulties in determining the correct past form of irregular verb in   writing recount text.

b. Because of the limit of time of learning that is only two times for a week, while the irregular verb has inflection every word, has three different form, and has a lot of verb that is 150 until 160 verbs. So the teacher is difficult to find an efficient strategy or technique of teaching irregular verb.[13]

Student has to mastery irregular verb, based on the base competence of English curriculum for grade of senior high school which students have to able to arrange simple recount text written and orally about experience or activity or evens or phenomena by look at social function, structure of text, and unsure of language truly and appropriate with the context.[14] Simple past tense is one of language structure of recount text; Students are usually difficult to exercise by filling the past form of irregular verb in fill in the blanks in the recount text due to its complexity than regular verb which only adds d or ed to the verbs. It means student is difficult to determine the correct form in using past form of irregular verb due to the inconsistent of the changing of verbs.

Due to this case, researcher offered Memrise application that utilizes an algorithmic review system whereby students must revisit words repeatedly but at a particular scheduled time, with reminders to review occurring at the time when the memory is most likely to fade.[15]

Susan ko and Steve Rossen stated that this means that it's time to put your work online compose web pages, set up discussions, post assignments, create quizzes in short, start learning about and working with the software you will be

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[13]English Teacher, "Student's difficulties in learning English",

[14]Depdiknas, "*Kurikulum K13*". (2013). Jakarta: Depdiknas.

[15]Louise Walker, "The impact of using Memrise on student perceptions of learning Latin vocabulary and on long-term memory of words", *Journal of Classics Teaching / Volume 16 / Issue 32 / September 2016, pp 14 - 20DOI: 10.1017/S2058631015000148, Published online: 18 January 2016,* 14.

using to run the class.[16] So, teacher is able to utilize online media as Memrise application in teaching learning process, clearly it is now possible for more people than ever to collaborate and compete in real time with more other people on more different kinds of work from more different corners of the planet and on a more equal footing than at any previous time in the history of the world-using computers, emails, networks, teleconferencing, and dynamic new software.[17]From this statement, new software is able to be utilized in teaching learning process, especially for problem in memorizing vocabulary and it will be useful in delivering subject materials.

According to Judith what causes most learners serious problems is remembering and correctly applying the huge amounts of vocabulary.[18] It means memorizing a lot vocabulary is considered as serious problem for student, for example memorizing irregular verb that has amount 150-160 verbs, of course the student will be frustrating to memorize them and needs a long time to remember them, Memrise application is able to make the student be easy and able to memorize a huge vocabulary in short time.

Kozminski, Jianxiong wu, Sara librenjak, have done a research by using this application that proved that Memrise is effective to be used in teaching learning language successful for teaching language, especially in memorize vocabulary, David Brightwell & Tom Booth have done a survey that this application is able to develop vocabulary by Beginning to remember and be able to use vocabulary than other software

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[16] Susan Ko, & Steve Rossen, , "*Teaching online a practical guide",* 143.
[17]Smith, "*The Effect of Technology on a Student's Motivation"*, (2002), 325.
[18]Judith Gottschalk, "*Corpus-driven vocabulary learning! – On the design, implementation and evaluation of persuasive tools for computer-assisted vocabulary learning using Role and Reference Grammar*", (Human-Centered Informatics at the Department of Communication And Psychology at Aalborg University Denmark, Nuremberg, Germany, December 21th 2014), 3.

application like English vocabulary profile, Padlet and word wall.[19]

Based on the variety of vocabulary list of Memrise application, researcher hoped it would help the student to memorize vocabulary through fun way learning by using Memrise application. In this research researcher wanted to know does student's mastery of irregular verbs was improved or not by using Memrise application at tenth grade of MAN Sidoarjo, the researcher have taken this school as the setting of this research due to this school was the only religion school has got A accreditation, and of course it demanded all member of the school, especially for teacher that had to has good quality in teaching and learning process, so the researcher interested to conduct this research by using software application to know is the quality of the teacher is adequate with the achievement A accreditation.

In addition, one of aim of this school is to bring out learning that active, creative, effective, fun and Islamic and also increase teacher resource and education. Therefore, it was supposed by applying Memrise application through this research would give contribution toward student to create active, creative, effective, fun learning, and also for teacher.

B. Research Questions

Based on the background of the study above, the research question of this study is;

1. Does Memrise application improve the student's mastery of irregular verbs at tenth grade of MAN Sidoarjo?

C. Objective of the Research

This study was aimed to describe whether the student's mastery of irregular verb improved or not by using Memrise application at tenth grade of MAN Sidoarjo.

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[19]David   Brightwell   &   Tom   Booth, "www.cambridgeenglish.org/teaching-english". *Cambridge*

D. Hypothesis

[a] research that formulated hypothesis is a research that used Quantitative method. An experimental method is a part of quantitative method, [20]due to this research used experimental method, this research needed to formulate hypothesis, and the hypothesis of this research were:

1. Alternative hypothesis (Ha): the student's mastery of irregular verb is improved by using Memrise application.
2. Null hypotheses (Ho): the student's mastery of irregular verb does not improved by using Memrise applicaion.

D. **Significance of the Research**

This study tried to describe the student's mastery of irregular verb by using Memrise Application. The result of this research was expected to give contribution to:

1. The teacher of MAN Sidoarjo: this research could be a contribution of teaching irregular verb was efficient because of Memise Application facilitated teacher to create courses or utilize courses that are created by other users.
2. For the researcher, the research would get more information about fun way in teaching grammar that using Memrise application to help and facilitate the students in memorizing past form of irregular verb.

F. **Scopes and Limits of the Research**

The scope of this study was focused on improving student's mastery past form of irregular verb of recount text by using Memrise application at Tenth grade of MAN Sidoarjo. By using Memrise application, the researcher wanted to improve the student's mistakes in learning irregular verb that based on the Irregular verb that has been taught in chapter Recount text in the Pathway to English book at the tenth grade of MAN Sidoarjo (IIS 4 and 5).

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[20]Suharsimi Arikunto," *Prosedur penelitian suatu pendekatan praktek*".(Jakarta:rineka cipta,1998), 97.

G. Definition of Key Terms

1. Memrise Application

   Memrise is an online course using playstore used by 10 th grade to learn irregular verb. This Application trains User to understand and remember vocabulary easier.[21] It contents more than 300. 000 courses, one of them is Irregular course that was used by the researcher to improve the student's mastery of irregular verb at the tenth grade of MAN Sidoarjo.

2. Mastery of Irregular Verb

   Irregular verbs haunt learners of English from the beginning to the end of their studies. Full mastery of irregular verbs seems to be very rarely achieved. [22] Mastery is a term that all educators use and believe they understand well. [23]Meanwhile, Irregular verbs is a small number of verbs, among the some of the most commonly used verbs in the language, which have forms that differ from the regular tense form.[24] Mastery of Irregular Verb is understand well Irregular verbs which a small number of verbs, among the some of the most commonly used verbs in the language, which have forms that differ from the regular tense form.

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[21] Lilik Yuliawati, "Grammatical knowledge plays a significant role toward the meaning and the quality of the written text",

[22] Eva Grabowski and Dieter Mindt Freie, ''A corpus-based learning list of irregular verbs in English Universität Berlin'', *ICAME Journal No. 19*

[23]Thomas R. Guskey and Eric M. Anderman, Getting Students to Mastery | Pages 18-23.

[24] Marcella Fank. Modern English: a Practical Reference Guide. (New Jersey: Prentice-Hall, INC, 1972), p. 61

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter explains some theories through reviewing some literatures related to this study. The theoretical build up as follows:

A. Review of Related Literature
1. Teaching Grammar

Teaching grammar is one of the important components in learning English for students at school. [25] Mart stated grammar is a set of rules that plays a significant role in language acquisition because it helps learners combine and organize words in order to build sentences, and express their thoughts properly.[26] Richards and Reppen state that grammatical knowledge involves learning the rules to form sentences, whereas grammatical ability refers to the use of grammar as a resource to communicate orally or in writing.[27] It asserts that grammar has a paramount role in teaching and learning languages, and it is one of the most challenging aspects to be taught.[28]

Grammar learning should be given enough attention and great importance in the classroom. Nancy Patterson stated we should teach grammar to help students gain flexibility in their use of language. Just as we wear different clothing for different occasions, we "wear" language to suit a particular audience and purpose. By mastering grammar, student

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[25] Setyowati, *Collaborative Learning as an Alternative Technique in Teaching Grammar*, a research, 143.

[26] Mart, C. (2013). Teaching grammar in context: Why and How? Theory and Practice in Language Studies, 3(1), 124.

[27] Özkan, Y. (2015). Utilization of news articles in English grammar teaching. Trakya University. Journal of Social Science, 17(1), 49-59.

[28] Richards, J. C., & Reppen, R. (2014). Towards a pedagogy of grammar instruction. RELC Journal, 45(1), 5-25.

28

will able to understand English well, for example in writing English, the reader will get the meant of a sentence or maybe a paragraph clearly that is written by the writer if the writer is able to use grammar well in writing English. Because of many viewpoints stating that grammar is an important language aspect should be possessed and mastered. It would be better to review some methods includes the grammar aspects in language teaching and learning. Following are some of them.

a. Grammar Translation Method

This method emphasizes grammar component to be taught, grammatical rules are given in quite large proportion and are taught deductively because the fundamental purpose of language learning is to be able to read literature written in the target language.[29]

b. Communicative Language Learning

This method has main objective in language teaching and learning; that is students' communication ability. However the grammar aspect is given in quite proportion as the pre communicative activities.

c. Audio-lingual Method

The goal of this method is that students are hoped to be able to use the language communicatively. There are many drillings as forming habits in target language. Grammar is taught inductively through given examples, explicit grammar rules are not provided.

d. Direct Method

The objective of learning is to make the learners communicate in target language. Thus, the proportion of grammatical rules to be taught

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[29]Diane Larsen-Freeman, Techniques and Principles in Language Teaching, (English: Oxford University Press, 1986), 9 th Ed., 9.

is relatively just little. It tends to be taught inductively, that learners are provided with examples and they figure out the rule or generalization from the examples.[30]

From the review above, it can be concluded that teaching grammar is something that cannot be ignored. In order to create a good atmosphere in teaching grammar in class, teachers should use fun media as teach them using concept of MALL (Mobile Assisted Language Learning) that MALL allows user be motivated to learn English independently whenever and wherever.[31]Smartphone is one of part of MALL (Mobile Assisted Language Learning).

In this era, Smartphone many people used it as communication tool, not only mature used it, but teen lit also used it as many students also used it. Devices like Smartphone, I Pad, iPod, and Tablet are used as language learning media. [32]It is due to with the function and the features that more growing, the devices play an important role in improving one's English ability.[33]So that, the students interested to learn English by using them. This study used software application as Memrise that facilitated by game faction that helped student to learn grammar.

2. **Teaching Simple Past Tense**

Based on of the objective of this study was aimed to describe whether the student's mastery of

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[30] ibid

[31] Houman Tabar1, Mohammadreza Khodareza, The Effect of Using Multimedia on Vocabulary Learning of Pre-Intermediate and Intermediate Iranian EFL Learners, Journal of Basic and Applied Scientific Research, *J. Basic. Appl. Sci. Res.*, 2(12)12879-12891, 2012 © 2012, TextRoad Publication ISSN 2090-4304, 3

[32] Paola Cabrera, THE IMPACT OF USING *PIXTON* FOR TEACHING GRAMMAR AND VOCABULARY IN THE EFL ECUADORIAN CONTEXT, *Teaching English with Technology*, *18*(1), 53-76, http://www.tewtjournal.org, 57

[33] Barakati, D. (2013). Dampak Penggunaan Smartphone dalam Pembelajaran Bahasa Inggris (Persepsi Mahasiswa). *Jurnal Elektronik Fakultas Sastra Universitas Sam Ratulangi*,*1*(1),1–13, 5

irregular verb would be improved by using Memrise application at tenth grade of MAN Sidoarjo, the base competence of English curriculum for tenth grade of senior high school which students have to able to arrange simple recount text written and orally about experience or activity or evens or phenomena by look at social function, structure of text, and unsure of language truly and appropriate with the context. Automatically, student has to able to write a recount text.

Recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what happened and when it happened. In writing recount text, there are language features that mastered by the student, one of them is about simple past tense, simple past tense is used to talk about activities or situations that began and ended in the past. For example *yesterday, last night, two days ago, in 1990*. Student has to remember and understand how to write using this tense which has a formula as follows:

a.   The Pattern of Simple Past Tense

S+V2+O+C

Note:

S: Subject

V2: Past verb

O: Object

C: Complement

One component of the formula is verb, verb in the simple past tense divided into two, regular and irregular verbs. Greenbaum and Quirk, they stated that verb are used in two senses that verb is an part elements of clause structure like subject, object in a clause and the another sense is verb is

a part of a word classes, verbs are divided into three categories;[34]

a. Full verbs: came, begin, swim etc.
b. Primary verbs: be, have, do etc.
c. Modal auxiliaries: had, could, might etc.

Student in writing a sentence of simple past tense usually get confuse to use the correct verb for simple past tense due to this verb also same has inconsistent verb as the form of past participle. Regular and irregular verb have five forms or is usually called principal parts that they are infinitive, simple present, simple past, past participle, and present participle, but the formation of the simple past and past participle are different.

For the examples see the table below:

Table 2.1
Five Forms of Verb

INFINITIVE	SIMPLE PRESENT	SIMPLE PAST	PAST PARTICIPLE	PRESENT PARTICIPLE
To laugh	Laugh(s)	Laughed	Laughed	Laughing
To start	Start(s)	Started	Started	Starting
To wash	Wash(es)	Washed	Washed	Washing
To wink	wink(s)	winked	winked	winking

The table 2.1 showed the five forms of verb, it was contrast with the simple past and past participle of irregular verbs can end in a variety of ways, with absolutely no consistent pattern.

For the examples see the table below:

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[34] Sedney Greebaum, & Quirk, R," *A student's grammar of English*", 25.

Table 2.2
Inconsistent Pattern of Simple Past and Past
Participle

INFINITIVE	SIMPLE PRESENT	SIMPLE PAST	PAST PARTICIPLE	PRESENT PARTICIPLE
to drive	drive(s)	Drove	Driven	Driving
to feel	feel(s)	Felt	Felt	Feeling
to put	put(s)	Put	Put	Putting
to swim	swim(s)	Swam	Swum	Swimming

The table 2.2 is about the example of some inconsistent verbs that usually Writers makes two frequent errors with irregular verbs. They either add an incorrect ed to the end of an irregular verb or accidentally interchange the simple past and past participle. That means error in using irregular verb is caused the writer difficult to differentiate the form of simple past and past participle.

According to Stella Gorbani and Roxolana Galit, the acquisition of irregular verbs is very difficult process for the English language learners,[35] especially for Indonesian learners, because there is no rule in Indonesia language has to change the form of verb based on the time of action, and it must be difficult to be learnt reflects to Idek , and Lee Lai Fong said that Irregular verbs are one of the most challenging grammatical structures for ESL students to learn.[36]

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[35]Stella Gorbani and Roxolana Galit, *"Ways of Teaching Irregular verbs at the lesson of English"*, an aticle, 38.

[36]Sirhajwan Idek , and Lee Lai Fong, "The Use of Dictogloss as an Information Gap Task in Exploiting Dual Application Principle in Learning Irregular Verbs", *Journal of Management Research*, ISSN 1941-899X 2015, Vol. 7, no. 2.

Particularly for the past form of irregular verb, Ayandele defined irregular verbs as the verbs which yield their past forms when vowels are changed or left unchanged. [37]it means due to the inconsistent of changing the past form of irregular verbs are hard to be learnt, moreover, the simple past form of each irregular verb must therefore be learnt, but once this is done there is no other difficulty, as irregular verbs (like regular verbs) have no inflexions in the past tense.[38]This case caused the learners are hard to mastery irregular verb; furthermore, Irregular verb has a lot of verb that it is impossible if students have to memorize them in short time there are 160 the most used irregular verbs in English due to they has two different forms.[39] Celcia-Murcia and Larsen Freeman state:

> There are five principal drawbacks: unfamiliarity with infinitives, witless memorizing, drilling, monotonous exercises, and an inability to recognize past or past-participle forms of irregular verbs in spite of knowing all the forms by heart. Students are supposed to memorize past and past participle forms of irregular verbs, having been given no chance to get to know the infinitives properly.[40]

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[37]Ayandele, F. & Ayandele, K, *"Communication for Tertiary Institutions"*, Kano: Makola commercial printers, 2010.

[38]A.J Thomson and A.V Martinet, *"A Practical English Grammar",* (New York: Oxford University Press, 1986), 161.

[39]Stella Gorbani and Roxolana Galit, *"Ways of Teaching Irregular verbs at the lesson of English"*, an aticle, 38.

[40]Andrea Tesařová, DiS, Bachelor"s Diploma Thesis: "Irregular Verbs Teaching Methodology". Faculty of Art Department of English and American Studies English Language and Literature, 2009, 5.

For example: *She didn't knew* the event. That it should be *She didn't know* the event. [41]All the mistakes are about the student's mistakes on the form of irregular verb the student hard to understand how to form the correct of irregular verb. More over Taatgen and Anderson also have same view about the reason why the student do mistakes in forming irregular verb, they posit three distinct stages for learning past tense forms for young learners:

1. Learners either acquired irregular past tense firstly in chunks (e.g. broke, went, woke) or no past form at all,
2. Learners start to notice and use regular past tense form and sometimes even add –ed suffixes to the irregular verbs (e.g. break-ed, go-ed, wak-ed),
3. All verbs are inflected correctly.[42]

Some examples of irregular verb:

Table 2.3

Examples of Irregular Verb

Verbs	Past simple form	Past participle form
Begin	Began	Begun
Bite	Bit	Bitten
Run	Ran	Run
shake	Shoke	Shaken
Choose	Chose	Chosen

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[41]Marianne Celce Murcia, and Diane Larseen-Freeman, *"The Grammar Book: An Esl /Efl Teachers' Course",* Cambridge: Newbury House Publisher, 1999

[42] NA Taatgen , & JR Anderson, "Why do children learn to say 'Broke'? A model of learning the past tense without feedback.Cognition", 2002, 86 (1), 123-155

Table 2.3 shows some different form of irregular verb, from the statement above, it can be concluded that irregular verb is difficult to be memorized by student, especially the past form of irregular verbs, because student is difficult to predict the correct form of irregular verb.[43] So as teacher should find an efficient method or strategy to teach irregular verb.

3. **Teaching Grammar Using Technology**

This era globalization, Education tool has been developed by many experts such as Duolingo, Quipper, Pou, Memrise etc are included as software application that has been a part of human life, especially for learners' language. we can use it to promote in teaching learning process, we can use it to teach any subject, any languages, and soon, due to educational software application, so we as teacher be easier to find good solution to teach the learners with a fun way by using those educational software application as some examples of these study that used Memrise application in teaching many language, grammar, vocabulary by utilizing the tools and materials that are provided in the application.

In this study, the researcher examined whether using of software application improved the student's mastery of irregular verb, the researcher used Memrise application that applied to teach irregular verb for the experimental class, meanwhile for the control class was taught by using Quizlet application. Much application software are offered and able to used to teach English that the students have to master all skills such as Listening, Reading, Speaking, Writing and other components of English as Grammar that is considered as the most difficult component to be learnt by student.

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[43] Sidney Greebaum, & Randolph Quirk," *A student's grammar of English*", 25.

In this study the researcher adapted Memrise application to teach grammar, especially for teaching the past forms of irregular verb. Memrise application is an educational application and it helped students to mastery language that uses flashcards combined with mnemonics technique to teach foreign languages and to memorize information from other disciplines, e.g. English, geography, law or mathematics.

Memrise courses are created by the internet users through the method of so called crowd sourcing (i.e. all members of the Memrise community can contribute course content), so they can be tailored to satisfy individual needs of the users and can supplement traditional language classes through practice and revision of the content taught there.[44] It provides many categories that the users are able to learn other fields as;

a. Art and Literature
    This category contents courses where each course includes a lot of vocabulary relate to Architecture, Art, Design, Fashion, Film, Literature, Music, Theatre, and Philosophy.
b. Math and Science
    Math and science includes courses related to vocabulary about Math, Biology, Chemistry, Earth sciences, Economics, Engineering, Health Sciences, Physics, and Psychology.
c. Natural World
    The users are able to learn about vocabulary that in this category includes themes as Animal, Astronomy, Plants, Fruits and Stars.
d. History and Geography
    In this category contents many themes that it can reach vocabulary relates to Capitals, Civics,

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[44] Naila Morales, "Atlaslanguageschool", 2017.

       History, Maps, Places, Religions, Flags, and Politics.

e.   Memory Training

       This category provides services that included Memory about Places, Number System, and Playing card system. It facilities the learner language to memorize a lot of vocabulary in short time by using Mnemonic technique combined by flash card and of course in fun way.

f.   Professional and Career

       It involves many field themes that each of this sub category contents collection such as; Business and finance, Computer and Engineering, Law, Medicine and Healthcare.

g.   Standardized Test

       Now, learning vocabulary of TOEFL test or other test be easy due to this category has a lot of courses that help the learner to master vocabulary of many tests such as; Advanced placement test, TOEFL test, College Admission, Graduated School and other. So the learner are able to prepare well before facing test.

h.   Trivia

       Trivia contents sub categories as Art, Music, Literature, Food, Miscellaneous, History, Geography, Sport and Leisure, Science and Nature, Hobo Symbols, people and Sociology.

i.   Entertainment

       In this category provides sub categories as Board game, Yoga, Pokemon and other that relates to vocabulary of Entertainment.

       The user is able to choose one of the categories in the software application, each topic discussion has courses that are created by many users of Memrise application which this system called Crowd sourcing, in this study, Researcher utilized Memory training due to this topic training brain to learn about a big city, history or geography etc, that contains many courses of English, French, Germany and many others

language, the researcher chose one of English courses that contains vocabulary list, grammar etc, but the researcher used the material of Irregular verb to do this research, meanwhile the researcher chose Quizlet to teach control group that this software application almost same features and tools like Memrise application as;

a. Reach vocabulary.
b. Training language skill.
c. Providing audio that contains definition or technical terms on speller mode, repetition though flashcard.
d. Read through scatter and space race mode.
e. Writing through learn mode, speller and test.
f. There is space race to practice typing spelling correct answer.
g. Supporting many languages as English, Spanish, French, Italy etc.[45]

Due to this software application also provided Crowd sourcing system that the users are able to create flashcard or quiz and make a group class, so the researcher chose irregular verb material that is created by users of this software application.

4. **Memrise application**
    a. **Memrise Application and the Features**
        Below are explanation what is Memrise's and the features that be used in this research, and explained for each figure.

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[45]Yagmur Ersoy Ozer, Zeynep Kocloglu, "The use of Quizlet Flashcard Software and Its Effect on Vocabulary Learning", Ankara University, 2017.

Figure 2.1 Memrise's Register

Figure 2.1 is the first step of register on Memrise application, the user just downloads it on Play store, and the user has to have Facebook account, gmail or email account to log or sign just by using one of the accounts you have, then the Memrise application is able to be operated, it is so simple and easy to operate this application.

Figure 2.2 Memrise's Category

The figure 2.2 is about all categories that Memrise has, after the user has registered, the main menu be showed about all categories that Memrise provides. The user just clicks the courses that want to learn. As what can be seen, in the figure that Memrise has many categories such Math, English, Tivia, entertainment and other.

Figure 2.3 Memrise's Training System

This figure 2.3 shows about Memrise's Memory Training sistem that this system is able to train and strong memory in brain, this system combined by flash card and with game faction that be use full and fun to learn language, especially for vocabulary.

Figure 2.4 Memrise's Board Range

On Figure 2.4 is Memrise's board range, the student finds their progress in learning, the student is able to add other user of Memrise and shows the number point that they get in every time, they would feel to compete to get more cores than other users, it more motivates the student to learn language, especially for memorize vocabulary.

Figure 2.5 Memrise's Daily Target

Figure 2.5 is Memrise's Daily Target. Memrise provides a daily, week, month to memorize vocabulary, the user is able to memorize minimal five vocabularies per day, so the user can be motivated for reaching their vocabulary, because this feature also challenges the learner to memorize more and more vocabulary.

Figure 2.5
Memrise's Mnemonic Technic Combined
Flashcard

Figure 2.5 is Memrise's Mnemonic technique combined flashcard, this technique helps the learner to strong the learner's memory in memorizing language. Student that is difficult to remember vocabulary will find an easy technique to remember the vocabulary due to Mnemonic will help the learner through remembering clues that same with the word that they are learning.

← Sains Memrise

(casa=?) Anda tidak hanya menilai seberapa baik Anda mempelajari sesuatu. Asalkan Anda lulus, Anda telah memberikan dorongan lain untuk memori Anda.

PENGINGAT TERJADWAL

Dengan pengingat dengan rentang cukup lama, pembelajaran dapat 3x lebih efisien. Memori memudar seiring dengan waktu, sehingga sangat krusial untuk menjadwalkan pengingat berkala.

Figure 2.6 Memrise's Reminder

Memrise also provides a reminder, shows in the figure 2.6**,** this reminder makes the user remembers that it's the time to memorize Vocabulary, this reminder is able to be set for every time, depends on the user's mood, this service more helps student to learn language and increase vocabulary in fast and learning vocabulary three times be more efficient.

B. Review of Previous Study

There are many studies that have been done in this field. Related to this study, there are six relevant studies worthy to explore. The research that relates to this study was done by some researchers;

The first study entitled *"The use of Snakes and Ladder's game as medium to improve the student's mastery of past form irregular verb" by* Virgin Junnilalita Aisya. This research was focused on to know the effectiveness of using and Ladders game as medium to improve the student's mastery of past form irregular verb and the student's opinion and feeling after using this media. This research used action research design on ninth grade students in SMPN 37 Semarang. Conducting cyclical treatment on students, the instruments to collect the data were test, questionnaire and observation checklist. The result showed cycle 2 was better than cycle 1, that was (88.80), it was proved that using Snakes and Ladder's game can improve the student's mastery of past form irregular verb who did not use Ladder's game.[46]

The second is *"The use of matching game to improve students' understanding on irregular verb of simple past tense"* by Hasan Ayuba. This research was an experimental research at the Eighth Grade Students of SMP Negeri 01 Mlonggo Jepara in the Academic Year of 2010/2011, using three classes to be the sample, class A (Experimental class), class B (Control class) and class C (Try Out class). This research was conducted to know how the effectiveness of using matching game with flash card to improve students' understanding on irregular verb

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[46]Junnilalita Aisya Virgin," The use of Snakes and Ladder's game as medium to improve the student's mastery of past form irregular verb", (An Action Research on the Ninth Grade Students in SMPN 37 Semarang in the Academic Year of 2014/2015) . A Thesis.

of simple past tense. The result of this research showed that using matching game was very effective to teach irregular verb. T-test showed T-Score 3. 686 were higher than the t-table. But the weakness of this method was English teacher in applying this method has to take account or prepare the situations well and suitable with the material. [47]

The third previous study was written by Hassan Ayuba entitled *"Competence and Performance in the use of irregular verb by Students in selected Senior Secondary School in Kano.* The focus of this study were to know how the students of Senior Secondary School three learn and used irregular verb influenced the students' English performance in English written. Using objective and written essay test as the instrument of the study to collect data. Pearson product moment was used to test the hypothesis of this study. This study resulted that there was relationship between Competence and Performance in the use of irregular verb in written English, it proved that students' got more difficulties in using irregular verb than primary auxiliary verbs, and getting low scores for mechanic than other component.[48]

The are some researches that have been done by using Memrise application, the first entitled *Memrise in legal English teaching* by Aleksandra Łuczak Kozminski. Focus of this research wanted to know Memise application might influence the student's test result achieved during legal English course. This research analyzed students who used Memrise application in learning vocabulary and the students who did not use it. To collect the data, the researcher used tests and questionnaire. The result of this research showed that Memrise application influenced the

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[47]Hassan Ayuba," the use of matching game to improve students' understanding on irregular verb of simple past tense", (an experimental research at the Eighth Grade Students of SMP Negeri 01 Mlonggo Jepara in the Academic Year of 2010/2011).

student's test result achievement got better than the student who did not use Memrise application to recycling and learning the law vocabulary before following the test.[49]

The other researcher also did a research that entitled *Improving student's language performance through consistent use of E- learning: An empirical study in Japanese, Korean, Hindi and Sanskrit* by Sara librenjak, Mariana janjic, and Kristiana kocijan. This study was held for two semester long case study in University of Zagreb, Croatia. This research applied E-learning or using technology in teaching Croatin students for four asian languages that were Japanese, Korean, Hindi and Sanskrit, this E-learning included some software application such as Memrise, Anqi, and Quizlet. The researcher used materials of vocabulary and grammar that on Memrise application. The study was found out that the frequent users of applications have progress 20, 3 % after each semester, while non-frequent users only have 11, 6 %. It was proved that this method using E- materials was stable and constant. [50]

Another research entitled *a Crowed sourcing Approach to Chinese Vocabulary Learning* by Jianxiong wu, due to the difficulties in Chinese character that was gotten by native English, the researcher tried to apply Memrise application to his program for his class named a crowed sourcing spaced repetition program that examined this application in Chinese character learning. This study took two, the first class was as control class and the

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[49]Aleksandra Łuczak Kozminski, "Using Memrise in Legal English Teaching". *(Studies in Logic, Grammar and Rhetoric 49 (62) 2017),* (Kozminski University Poland)*,* DOI: 10. 1515 / slgr - 2017-000.

[50]Sara Librenjak, Marijana Janjic, & Kristina Kocijan*, "*Improving student's language performance through consistent use of E- learning: An empirical study in Japanese, Korean, Hindi and Sanskrit, *(Acta Linguistica Asiatica, 6 (2), 2016),* (University of Zagreb, Croatia).

second class was as experimental class. It was showed the result of the study that an average improvement of 3.19 in Quizzes 4+5 over Quizzes 1+2. A T-Test analysis showed a significant difference between the two average scores with the P value equal to .01, which is smaller than the .05 preset values to reject the null hypothesis. So using this application was effective to teach Chinese character learning.[51]

The differences the previous study that has been mention above with this research are for the first until six previous study were using different strategy, different focused that this research using Application and focused in improving student's mastery of Irregular verb by using Memrise application at the tenth grade of MAN Sidoarjo.

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[51] Jianxiong wu, " A Crowed sourcing Approach to Chinese Vocabulary Learning", *A publication of the International Association for Language Learning Technology* , Vol. 44 (2) 2015, (Southern Connecticut state University).

CHAPTER III
RESEARCH METHOD

In this chapter, researcher explains about the methodology of the research and data collection. The research also explains about the instrument and how to analyses the data of this research.

A. Research Design

This research conducted an experimental research. Experimental research is the best of the quantitative design which is used to decide probable cause effect. [52]Experimental research is the way to find a causal relationship (relationship clause) in determining cause and effect. [53] Because experiments are controlled, they are the best of the quantitative designs to use to establish probable cause and effect, so the researcher considers using this design. [54]

According to Arikunto Experimental method divided into four kinds that were Pre-Experimental design, True experimental design, Factorial experimental, and Quasi experimental, but in this research the research design was used due to The true-experimental design was a kind of experiment was reputed as a good experiment because of having fulfilled the rules of a research. The means of the rules on experimental is there is another group that is not known as experiment and participated to get observation, because this design has been considered and qualified the rule for conducting a research and there were treatments for the experimental group and the control group. This research conducted at MAN Sidoarjo, IPA namely MIA class that

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[52]John W. Creswell, "Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research", 4th edition (Boston: Pearson, 2011), 295.

[53]Suharsimi Arikunto, " *Prosedur penelitian suatu pendekatan praktek*".(Jakarta:rineka cipta,1998), p.117.

[54]John W. Creswell, "Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research", 4th edition (Boston: Pearson, 2011), 295

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has seven classes, MIA 1, MIA 2, MIA 3, MIA 4, MIA 5, MIA 6, and MIA 7, meanwhile IPS class namely IIS that has five classes, IIS 1, IIS 2, IIS 3, IIS 4, and IIS 5, The classes that was as the sample are class IIS 5 as the experimental group and IIS 4 as the control group. Both of them got three treatments for each group.

The following chart represented on this design:

Table 3.1

Experimental Design

Group	Pre-Test	Treatment	Post-Test
E	T_1	X_A	T_2
C	T_1	-	T_2

Note:
E: Experimental group, it took a sample randomly
C: Control group, it took a sample randomly
T_1: Pre-Test
T_2: Post-Test
X_A: Teaching irregular verb by using Memrise application.[55]

Table 3.1 showed the table of Experimental Design, giving treatments was done by Teacher after giving pre-test for the two groups (Experimental and Control group), for the experimental group was given three treatments by using Memrise application. In order to know what student's mastery of irregular is verb was improved by using Memrise or not, the researcher used another software application as the control group that was given three treatments by using Quizlet application; this application

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[55] Ibid, p. 112

almost has similar features and tools with Memrise application.

B. Population and Sample

Population is the whole subject of the research. In this research the population was the tenth grade of MAN Sidoarjo that it composed of twelve classes, due to this research conducted at MAN Sidoarjo, IPA namely MIA class that has seven classes, MIA 1, MIA 2, MIA 3, MIA 4, MIA 5, MIA 6, and MIA 7, meanwhile IPS class namely IIS that has five classes, IIS 1, IIS 2, IIS 3, IIS 4, and IIS 5, The classes that was as the sample are class IIS 5 as the experimental group and IIS 4 as the control group For each class contains 38 until 37 students. The sample was taken by random sampling. Researcher hoped that the chosen sample was able to be representative sample.

Arikunto defined "[a] variable in research is refers to a person, place, thing or phenomenon that the researcher trying to measure".[56] This research there are two variables that are:

1. Independent variable
   Independent variable is a variable that is not affected by the other variables that the researcher tries to measure. The independent variable in this study is "using Memrise Application" in improving student's mastery irregular verb at MAN Sidoarjo.
2. Dependent variable
   Dependent variable is a variable that depends on other variables that are measured. The dependent variable of this study is student's mastery past form of irregular verb at MAN Sidoarjo. Those variables are supposed to give a change of the result of the experimental manipulation of the independent variable.

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[56]Suharsimi Arikunto, "*Prosedur penelitian suatu pendekatan praktek*".(Jakarta:rineka cipta,1998), 117.

C. Research Instruments

To conduct this research, researcher needed instrument to collect the data. Instrument is measurer to get quantitative information about variant of variable characteristic objectively. [57]According to Arikunto, there are several kinds of instrument; they are tests, questionnaire, interview, observation, rating scale, and documentation. [58] In this study, the researcher used test and Observation note.

a. Test

Test had two types that are pre test and post test. Pre test was given to the experimental and control group to measure whether the students' ability in mastering of irregular verb, then the researcher gave post test to the students after giving treatments to know whether by using Memrise application improved the student's mastery of irregular verb or not.

In developing pre-test, the researcher used writing test to be the pre-test and post test of this research, the amount for each test was 15 questions, the contain Rubric of Assessment of those tests (pre-test and post-test) was similar, had similar form of verb in Experimental pre-test and post test either Control pre-test and post test. The pre-test and posttest was made by selecting the irregular verb that exist in student's textbook Pathway to English published by Erlangga for tenth grade of senior high school that usually was used as English book course in teaching learning process for recount text chapter and validated

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[57]Suharsimi Arikunto, "*Prosedur penelitian suatu pendekatan praktek*".(Jakarta:rineka cipta,1998), 117.
[58] Ibid,

by lecture, for the contain validity was validated by the Teacher.

Below were how the researcher assessed the Pre-test and Post-test, and the table of Rubric Assessment. Both pre-test and post-test will be counted by following formula below:

Table 3.2

Rubric of Assessment

Score	Explanation
6,6	Correct past form of Irregular verb
0	Incorrect past form of Irregular verb

Table 3.2 is how the Researcher scoring the result of Pre-test and Posttest, due to the amount of the question items of Pre-test and Posttest were 15 items, therefore, the Researcher scoring 6,6 for each item of question if was correct, then giving 0 if the student had wrong answer for each item either it is Pre-test or Posttest. **(See appendix 1&2)**

b. Observation note

Observation is used as a support in conducting research to observe how the success rate or effectiveness of learning strategy which is applied during the learning process in the experimental class, the instrument was the observation note of the Researcher.

D. Data Collection Technique

Data collection technique is very important on the research because the main purpose of the research is collecting the data, to collect the data; the researcher used

test and observation. [59]Below some procedures during the research, the researcher needs four weeks more a week to do this research.

> On 03 Oct 2017, researcher asked a permission to head master, then the head master gave a permission and allowed to see for doing consultation to the teacher to apply Memrise application in the English teaching learning process on march the researcher get permission from teacher to give a pretest for experimental class that the duration of lesson for 3 hour, 1 hour for pretest then continued and giving treatment by the teacher using Memrise application.

> 1st week, on 02 March, the researcher gave a pre test for experimental and control class (IIS 4 and IIS 5 were chosen through random sampling),

> 2nd week, due to the tenth grade has schedule of English subject once in a week for Experimental either Control class on Monday, for IIS 5 on Tuesday was given treatments once in teaching irregular verb by using Memrise application. For IIS 4, the researcher did treatments for once in teaching irregular verb by using Quizlet application. So the researcher needed three weeks in conducting this treatment then the teacher gave them a post test. The treatments were conducted till the three weeks on 02 April for experimental class and on 03 April for Control class, and gave those classes Posttest in the end of giving treatment, so the Researcher need one month more one week to conduct this Research.

E. Source of Data

The sources of the data of this research were teacher and Student that from the teaching learning process, the Researcher had taken observation note, and from the

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[59]Sugiyono, *"Metode penelitian pendidikan"*, (Bandung: Alfabeta Bandungf,2013),308

student, meanwhile, the data of this research was gathered from the result of Student's pre-test and post-test both for experimental and control class, the result of pre-test and post-test was calculated statistically.

F. Data Analysis Technique

The data was analyzed by comparing the student's score of pre-test and post-test both experimental and control group. It was supposed to know whether There was significant different between those classes. To count the score of pre-test and post –test result, it was arranged on a table and count the Mean, finding The normality, homogeneity of data, test the hypothesis that has been formulated, checking the significant different both the classes (Experimental and Control class) by using Mann Whitney U- test through SPSS 16.0, then Researcher interprets the data of both the pretest and the posttest score. Below were the explanation how the Researcher find the Validity of Test, then after the tests(Pre-test and Post-test) were validated, the Researcher find The Normality and Homogeneity test, test the hypothesis, checking the significant different by using Mann Whitney U:

1. Finding Validity of Test

Validity is a goal of assessment which is meaningful, useful and proper with the conclusion of the test. Instrument that is a test has to require Construct validity and content validity. Content validity is a test where the test-taker perform the behavior which is measured by using the samples as a subject in inferences meanwhile construct validity is a large scale in validating standardized test of proficiency.[60]This research, the construct validity of pre test and posttest was validated by the judgment experts (by Lecture). Then, for the content validity was

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[60]H. Brown Douglas, Language Assessment; Principles and Classroom. California: Longman. 2003, p.22

validated by comparing the content of instrument and contain of subject material that have been taught by the teacher in this study in the chapter Recount text.

2. Finding Normality test

Normality Test Data that had been taken by the researcher will be tested first to determine the characteristic of the data. A type of data testing that was carried for this research is normality test. This test was used to find out whether the data has a normal distribution or not. If the data had normal distribution, it means that the data has been representative of the population and the data can be calculated using parametric statistic which usually using Independent Sample T-test. If the data has no normal distribution, the data can be calculated using nonparametric statistics which usually using Mann Whitney U test. In this study, researcher used SPSS 16.0 to calculate the normality test of the data. The researcher used Kolmogorov Smirnov test due to the amount sample more than 50 samples that this research used 70 samples.

3. Finding Homogeneity Test

The test used to test whether the distribution of the data is homogeneous of not by comparing the two variances. The homogeneity was intended to test the equality of variance of dependent variable of this study. In this study, the researcher used Levene's Test, which is simply one-way analysis of variance on the absolute deviation of each score from the mean for the group If the significance value on the Levene's Test is more than $\alpha = 0.05$, then the variance of the variables are homogeneous.[61] So, as the basis of making decision in the homogeneity test is:

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[61]Duncan Cramer, "*Advanced Quantitative Data Analysis*", (Philadelphia: Open University Press.2003), p. 149

1. If the significance value $\geq 0, 05$ so the variance of the variables are homogeneous.
2. If the significance value $\leq 0, 05$ so the variance of the variables are not homogeneous.

4. Test of Hypothesis

After found out the result of normality test and homogeneity test, the researcher calculated the data to test the hypothesis. When the data had normal distribution and homogeneous, the data calculates using Independent Sample T-test, but when the data had no normal distribution, the Independent Sample T-test cannot be continued. For alternative calculation, the researcher used it with Mann Whitney U test to find out the significance different of the data that was collected for the research. Mann Whitney U test is a non-parametric statistical technique. It can be used in place of a t-test for independent samples in cases where the values within the sample do not follow the normal or distribution but also when the distribution of values is not qualified.

The Mann Whitney U was also used to test the null hypothesis, subject to both samples coming from the same basic set or having the same median score to analyze of those pretest and Posttest, such as finding the mean score, normality test, homogeneity test and hypothesis test, the researcher used SPSS 16.0 for Windows seven.[62]

5. Data Interpretation

There are several steps before the researcher interpretation the data after the researcher got the data they are, Finding Mean

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[62]Zivorad M. Milenovic, *"Application of Mann-Whitney U in Research of Professional Training of Primary School Teacher"*, Metodicki obzori: Original Scientific Article vol. 6(1), 2010, p. 73.

Score every Pre-test and Post-test from Experimental and Control classes presented it in table form and described it in detail, showed it in table form. Then finding the Normality and the Homogeneity data every Pre-test and Post-test from Experimental and Control classes presented it in table form and described it in detail, check the significant different using Independent sample t-test if the Normality and the Homogeneity data both the classes were qualified, if was not, it would use Mann Whitney test, the result will be showed and described. Those steps are the way to interpret the data.

CHAPTER IV

RESEACH FINDING

A. Findings

Irregular verbs haunt learners of English from the beginning to the end of their studies. Full mastery of irregular verbs seems to be very rarely achieved.[63]Thus, Researcher conducted this research. After collecting the data, researcher did an analyzing to find out the effectiveness of giving treatment using Memrise application than without using Memrise application in teaching irregular verb at tenth grade of MAN Sidoarjo. The data was gathered by giving pretest and post test to experimental and group. Subject of this research were IIS 5 as experimental group and IIS 4 as control group.

Type the data of this research was quantitative that was tables of result pretest and post test inserted in this chapter, calculated them using Independent sample t-test or Mann Whitney U through SPSS 16 for Windows seven if the Normality and the Homogeneity of the result was qualified, below Researcher discussed about the process of conducting Pre- test, treatments and Posttest.

1. The result of Pre-test and Posttest
1.1 Pre-test result of Experimental class

On 02 March at 08.15 – 09.00 am, the Researcher gave a pre test for experimental and control class (IIS 4 and IIS 5 were chosen through random sampling), The pretest consisted of 15 questions that were writing test, Student had to change sentences of simple present tense into simple past tense or it was called Grammatical transformation task, researcher wanted to measure the students'

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[63]Eva Grabowski and Dieter Mindt Freie, ''A corpus-based learning list of irregular verbs in English Universität Berlin'', *ICAME Journal No. 19*

mastery of Irregular verb before giving treatments by Teacher. Pretest was given to 38 students of Tenth grade of MAN Sidoarjo. For scoring, the researcher gives 0 score for the wrong answer, and 6,6 score for the correct answer, and this scoring technique was applied for all questions. Then the researcher counted the total scores of the result Pre-test of Experimental class. in the table below presented the result of Pre-test:

Table 4.1

The Result score of Pre-test

NO	STUDENT	SCORE OF PRE-TEST
1	Student 1	60
2	Student 2	60
3	Student 3	46
4	Student 4	70
5	Student 5	70
6	Student 6	70
7	Student 7	80
8	Student 8	46
9	Student 9	66
10	Student 10	66
TOTAL		**2337**

From the table the total score is 2337. Next, it is converted into percentage with this following formula:

$$P = \frac{F}{N} \times 100\ \%$$

$$P = \frac{2337}{38}$$

$= 61\%$

Note:

P = percentage

F= achieved frequency

N= number of cases

The percentage was classified based in these following criteria:

80% - 85%   : Expected target

70% - 79%   : Acceptable

60% - 69%   : Failing grade

50% - 59%   : Low[64]

   According to Douglas, the score 80% - 85% indicates expected target. Score 70% until 79% shows Acceptable, then the score 60% - 69% indicates that the result is included failing grade. Score 50% - 59% is included low criteria; those are the standard used to determine the students' competence in learning English based on the result of the percentage. Based on table there were 3 students got 80 until 85, 9 students got 70 until 79 score that is enough acceptable, then 8 student got value 50 – 59, and there were 18 got failing score that between 60 until 69 score, it can be concluded

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[64]H. Brown, Douglas, "*Language assessment Principal and Classroom Practice*", 288

that the student' mastery of Irregular verb of Experimental class is failing grade.

Based on the Pre-test of Experimental class, the researcher find that the student still got difficulties in changing the sentences of simple present tense into simple past tense, they tend to change the sentences into incorrect sentences, as changed the verb in the sentence that should use irregular verb, but they changed them into regular verb, it concludes that the students still got confused in using Irregular verb, it proved as reflected to Idek and Lee lai fong that said Irregular verbs are one of the most challenging grammatical structures for ESL students to learn.[65] Then Nesbitt, Hellen, and believe that irregular verbs are somewhat confusing, a bit more complicated than nouns and you must learn their form three.[66]Therefore the student gets confused to determine the correct Irregular verb in changing simple present tense into simple past tense.

1.2 Pre-test Result of Control class

On 03 March at 06.45 – 09.00 am, the Researcher gave a pre test for experimental and control class (IIS 4 and IIS 5 were chosen through random sampling), similar with Pretest that have been given to Experimental class, the pretest consisted of 15 questions that was a writing test, Student had to change sentences of simple present tense into simple past tense or it was called Grammatical transformation task, researcher wanted to measure the students' mastery of Irregular verb before giving treatments by Teacher. Pretest was

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[65]Sirhajwan Idek , and Lee Lai Fong, "The Use of Dictogloss as an Information Gap Task in Exploiting Dual Application Principle in Learning Irregular Verbs", *Journal of Management Research*, ISSN 1941-899X 2015, Vol. 7, no. 2.

[66]Hassan Ayuba,"Competence and performance in the use of Irregular verb by student in selected senior secondary schools in Kano", September 2014, p. 2.

given for 37 students of tenth grade of MAN Sidoarjo. For scoring, the researcher gives 0 score for the wrong answer, and 6,6 score for the correct answer, and this scoring technique was applied for all questions. Then the researcher counted the total scores of the result Pre-test of Control class. In the table below presented the result of the Pre-test.

Table 4.2

The Result Score of Pre-test

NO	STUDENT	SCORE OF PRE-TEST
1	Student 1	46
2	Student 1	39
3	Student 1	66
4	Student 1	66
5	Student 1	59
6	Student 1	66
7	Student 1	59
8	Student 1	72
9	Student 1	59
10	Student 1	59
TOTAL		**2209**

Based on the table the total score is 2209. Next, it is converted into percentage with this following formula:

$$P = \frac{F}{N} \text{ x } 100 \text{ \%}$$

$$P = \frac{2209}{37} 100 \%$$

$$= 59\%$$

Note:

P = percentage

F= achieved frequency

N= number of cases

The percentage was classified into following criteria:

80% - 85%   : Expected target

70% - 79%   : Acceptable

60% - 69%   : Failing grade

50% - 59%   : Low[67]

As showed in the criteria, the score 80% - 85%   indicates expected target. Score 70%   until 79% shows Acceptable criteria, then the score 60% - 69%   indicates that the result is categorized failing grade. Score 50% - 59% is included low criteria; those are the standard used to determine the students' competence in learning English based on the result of percentage. We can see on table, there were 1 students got 80 until 85, there were 4 students got 70 until 79 score that is acceptable criteria, and there were 10 got failing score that between 60 until 69 score, then 22 student got value 50 – 59, based on the percentage from the calculation most of them got 50 until 59 score, it can be concluded that the

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[67] H. Brown, Douglas, *Language assessment Principal and Classroom Practice*, p, 288

student' mastery of Irregular verb of Control class is low, it reflected to Stella Gorbani and Roxolana Galit said that the acquisition of irregular verbs is very difficult process for the English language learners.[68] The student difficult to determine the correct Irregular verb in changing the sentence of simple present tense into simple past tense because student is difficult to predict the correct form of irregular verb.[69] From the result above, it was be the reason why the researcher conducted this research.

The low pretest score showed both classes still confused in using irregular verb for simple past tense sentences, it was due to the strategy from the teacher only asked them just memorize irregular verb one by one that student was bored with this strategy. Moreover, the student's interest in learning English was still low.

In this research, the teacher have done all the treatment for the Experimental group by using Memrise application and Control group using similar application (Quizzlet) after giving a pre-test, analyzed the collected data from the students' score of pre-test and post-test from both the classes, but the of scoring was held by the researcher herself.

2. The Result Observation of Experimental
2.1 The Result Observation on 19 March 2018

Before giving three times of treatments by using Memrise application, in the beginning of lesson, the teacher explained about what Memrise application is, how to use it, what the function is etc, by using Power point media and video. The teacher allowed them to ask and help them if they still got difficulties to use it and did not understand what Memrise

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[68]Stella Gorbani and Roxolana Galit, *"Ways of Teaching Irregular verbs at the lesson of English"*, an aticle, 38.

[69]Sidney Greebaum, & Randolph Quirk," *A student's grammar of English*", 25.

application is. Students in experimental group had to sign up and follow the account of the researcher in the Memrise application, and every student had to follow for other students, because this application provided score board to show the user's score, and it was easier the researcher to know their progress. Then the teacher used the irregular verb material on Memrise application to teach the student. There are irregular verb list that were on the Memrise application, and it divided into three parts, and for this first meeting, the teacher gave material the student the first part of irregular verb that was on Memrise application which were the irregular verb as *came, did, ate, got, brought, bought, caught, drank, broke, flew, heard, left.*

The teacher asked the student to memorize the irregular verb that has been provided on Memrise application for 30 minutes, then ask them to pronounce the irregular verb list that is learning by student repeat after the teacher then the student was given an assignment to make sentences using the irregular verb but teacher gave them examples first on white board to make the understand with the assignment, the student had to work on their paper sheets and collect the assignment after having done to the English teacher. It was corrected at home by the teacher.

The teacher reminded the student to do revision (memorizing irregular verb by using Memrize application at home). Based on Nation, spaced repetition leads to more secure results than massed repetition, which means that it is better to focus on the words for a shorter time but those encounters should be spread over a longer period of time (spaced at increasingly larger intervals) than spending the same study time on the item at once.[70]

[70]I. S. P Nation, , "*Learning vocabulary in another language*", (Cambridge: Cambridge University Press, 2001), p. 114

2.2 The Result of Observation on 26 March 2018

In the second meeting, the teacher gave the second part material of past form of irregular verb that the material on Memrise application. Before began the lesson, the teacher gave brainstorming first to the student by giving a game that the purposed of this game was to revise the material that has been learnt in the first meeting.

In this game the teacher gave a reward to students that are able to answer questions about irregular verb. Then the teacher asked them to memorize the second part of irregular verb as the words *began, found, lost, hung, cost, cut, forgot, and gave* on Memrise application for 30 minutes, then asked them to make sentences orally one by one by using the material that was being learning by the student and the teacher gave them the correct feedback. The correct feedbacks that were given to the student's assignment were such as the correct pronunciation, form, spelling and the correct meaning.

2.3 The Result Observation on 02 April 2018

In the third meeting, the teacher gave the third part material of past form of irregular verb that the material on Memrise application. Before began the lesson, the English teacher gave brainstorming first to the student by giving a game that the purposed of this game was to revise the material that has been learnt in the second meeting.

In this game the English teacher gave reward to students that are able to answer questions about irregular verb. Then the teacher asked them to memorize the third part of irregular verb as the

words *blew, drew, fell, felt, became, bent, bit, build* on Memrise application for 30 minutes, in the end of this meeting then asked them to make their own written recount text individually using the material that was being learning by the student, the teacher gave some example to make the understand with the instruction. The teacher gave them the correct feedback after the students collect their assignment.

3. **The Result of Observation for Control Class**
    3.1   **The Result of Observation on 20 March 2018**

Control class was given three treatments by using Quizlet application, It is primarily designed for self study but teachers can also sign in and create classes, send invitations to their students, assign them with teacher-made sets and track their progress. [71]This application is almost same with Memrise application, and in this control class was given same lesson plane with the lesson plan of the experimental class. In the beginning of lesson, the teacher explained about what Quizlet application is, how to use it, what the function is etc, by using Power point media and video.

The teacher allowed them to ask and help them if they still got difficulties and did not understand about Quizlet application. Students in control group had to login and follow the account of the researcher in the Quizlet application, and every student had to follow for other students, because this application also provided score board to show the user's score, and it was easier for the teacher to know their progress. Then the teacher used the material of irregular verb on Quizlet application to teach the student.

There were many irregular verb sets that were created by many teachers and user of the application

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[71] Quizlet web

that were on the Quizlet application, the teacher choose one of the sets of irregular verb on the application, and it was divided into three parts, and for this first meeting, the teacher gave material the student the first part of irregular verb that was on Memrise application. the teacher asked the student to memorize the irregular verb that had been provided on Quizlet application for 30 minutes, then asked them to pronounce the irregular verb list that was learning by student repeat after the teacher then the student was given an assignment to make sentences using the irregular verb but the teacher gave them examples first on white board to make the understand with the assignment, the student had to work on their paper sheets and collect the assignment after having done to the researcher. It was corrected at home by the teacher. The teacher reminded the student to do revision (memorizing irregular verb by using Quizlet application at home).

3.2   The Result of Observation on 27 March 2018

The second meeting, the teacher gave the second part material of past form of irregular verb that the material on Memrise application. Before began the lesson, the teacher gave brainstorming first to the student by giving a game that the purposed of this game was to revise the material that had been learnt in the first meeting.

In this game the teacher gave a reward to students that are able to answer questions about irregular verb. Then the teacher asked them to memorize the second part of irregular verb on Memrise application for 30 minutes, then asked them to make sentences orally one by one by using the material that was being learning by the student and the teacher gave them the correct feedback. The correct feedbacks that were given to the student's assignment

were such as the correct pronunciation, form, spelling and the correct meaning.

3.3 The Result of Observation on 03 April 2018

In the third meeting, the teacher gave the third part material of past form of irregular verb that the material on Quizlet application. Before began the lesson, the teacher gave a brainstorming first to the student by giving a game that the purposed of this game was to revise the material that had been learnt in the second meeting.

In this game the teacher gave a reward to students that are able to answer questions about irregular verb. Then the teacher asked them to memorize the third part of irregular verb on Quizlet application for 30 minutes , in the end of this meeting then asked them to make their own written recount text individually using the material that was being learning by the student, the teacher gave some examples to make the understand with the instruction. The teacher gave them the correct feedbacks after the students collected their assignment.

The process of giving treatment were, teacher divided irregular verb material from Memrise application into three parts every part was taught to student every meetings. Researcher conducted these treatments during three times. In other hand, for control class researcher gave them treatment using Quizlet that researcher also divided irregular verb material from Quizlet application into three parts every part was taught to student every meetings. Then after the teacher have done the treatments, the researcher gave them Posttest both two classes.

Below the table result of Experimental class:

4. **The Result of Post-test**
   4.2 **Post-test result of Experimental class**

Table 4.3
The Result score of Post-test

NO	STUDENT'S NAME	SCORE OF POSTTEST
1	Student 1	75
2	Student 2	86
3	Student 3	70
4	Student 4	86
5	Student 5	80
6	Student 6	90
7	Student 7	96
8	Student 8	86
9	Student 9	86
10	Student 10	80
TOTAL		3067

Based on the table the total score is 3067. Then, it is converted into percentage with this following formula:

$$P = \frac{F}{N} \text{ x } 100 \text{ \%}$$

$$P = \frac{3067}{38} 100\,\%$$

$$= 81\%$$

Note:

P = percentage

F= achieved frequency

N= number of cases

The percentage was classified into following criteria:

80% - 85%   : Expected target

70% - 79%   : Acceptable

60% - 69%   : Failing grade

50% - 59%   : Low[72]

Based on the note, the score 80% - 85%   indicates expected target. Score 70% until 79% shows Acceptable criteria, then the score 60% - 69% shows that the result is categorized failing grade. Score 50% - 59% is included low criteria; those are the standard used to determine the students' competence in learning English based on the result of percentage. On table, there were 29 students got 80 until 85, there were 6 students got 70 until 79 score that is acceptable criteria, and there were 3 got failing score that between 60 until 69 score, then 0 student got value 50 – 59, based on the percentage from the calculation most of them got 80 until 85 more score, it can be concluded that the student' mastery of Irregular verb

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[72]H. Brown, Douglas, *Language assessment Principal and Classroom Practice*, p, 288

of Experimental class after giving treatment is Expected target, It was proved that Memrise Application utilizes an algorithmic review system whereby students must revisit words repeatedly but at a particular scheduled time, with reminders to review occurring at the time when the memory is most likely to fade.[73] It presents itself as a spaced repetition learning tool which helps with the remembering of the fading memories – as the app's name suggests.[74]Thus, this application is able to have good improvement toward student's mastery of Irregular verbafter giving treatment by the application, but the researcher also has to test whether there is significant different score between Experimental class and Control group.

4.3 Post-test Result of Control class

Table 4.4
The Result score of Pre-test

NO	STUDENT'S NAME	SCORE OF POST-TEST
1	Student 1	53
2	Student 2	66
3	Student 3	86
4	Student 4	72

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[73]Louise Walker, "The impact of using Memrise on student perceptions of learning Latin vocabulary and on long-term memory of words", *Journal of Classics Teaching / Volume 16 / Issue 32 / September 2016, pp 14 - 20DOI: 10.1017/S2058631015000148, Published online: 18 January 2016,* 14.

[74]Musa Nushi and Mohammad Hosein Eqbali, *"Memrise: Does It Hold up as a Language Learning Tool?,* Shahid Beheshti University, Department of the English Language and Literature, Tehran, Iran, 22.

5	Student 5	72
6	Student 6	79
7	Student 7	66
8	Student 8	79
9	Student 9	46
10	Student 10	72
TOTAL		**2542**

The table 4.4 showed the total score is 2542. Next, it is converted into percentage with this following formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{2542}{37} 100\%$$

$$= 69\%$$

Note:

P = percentage

F= achieved frequency

N= number of cases

The percentage was classified into following criteria:

80% - 85%   : Expected target

70% - 79%   : Acceptable

60% - 69%   : Failing grade

50% - 59%   : Low[75]

As showed in the criteria, the score 80% - 85%   indicates expected target. Score 70%   until 79% shows Acceptable criteria, then the score 60% - 69%   indicates that the result is included failing grade.   Score 50% - 59% is included low criteria; according to Douglas those are the standard used to determine the students' competence in learning English based on the result of percentage. There were 4 students got 80 until 85, there were 16 students got 70 until 79 score that is acceptable criteria, and there were 10 got failing score that between 60 until 69 score, then 7 student got value 50 – 59, based on the percentage from the calculation most of them got 70 until 79 score, it can be concluded that the student' mastery of Irregular verb of Control class is acceptable.

Table 4.5
The Result of Pre-test and Post-test score

Data	N	Min	Max	Mean
Pre-test IIS 5 (Experimental Group)	38	30	80	61.5
Pre-test IIS 4 (Control Group)	37	33	85	59.7
Post-test IIS 5 (Experimental Group)	38	60	96	80.7
Post-test IIS 4 (Control Group)	37	33	86	68.7

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[75] H. Brown, Douglas, *Language assessment Principal and Classroom Practice*, p, 288

In analyzing the data, the researcher tried to find the Mean Score of Pre-test and Post-test , Normality Test, Homogeneity Test, Test of Hypothesis, and using Mann Whitney U Test to find whether there is significant different between the score from Experimental and Control class.

Statistic is divided into two that are parametric and Non-Parametric; the different between them is about the data distribution, if the data has normal distribution is able to use parametric statistic, if the data has no normal distribution, Non-Parametric statistic advised to analyze the data.

Before the Researcher discusses about the result, Researcher discussed the stastifical test tool first for the normal distribution test. The normal distribution test can be done with two statistic tools that are by Kolmogorov Smirnov method and Shapiro wilk. Kolmogorov Smirnov can use two ways that with Non- Parametric or with Lilifors, usually a non-Parametric normality test for data with large sample, while on Lilifors for normal distribution data with small samples as more than 50 samples, due to this research has more than 50 samples, so the normality test used Kolmogorov Smirnov as the guide.

As the rule of parametric statistic, the data that would be analyzed had to be normal distribution. Calculating normal distribution of the pre-test score of Tenth IIS 5 as Experimental group and IIS 4 as Control group, Researcher used Kolmogorov-Smirnov[a] test with the level of significance (Sig.) α = 0.05. Researcher used Kolmogorov-Smirnov[a] as the guide to know whether the data was in normal distribution or not. The result of normality distribution pre and posttest were presented as follows:

5. **Analyzing data of Pre-Test Score**
    5.2 **Normality of Pre-Test Score**

As the explanation above, to check the Normality of this data, Researcher used Kolmogorov-Smirnov as the guide, the Normality test is needed to know whether analyzing data using Independent t-test can be continued or not.

Table 4.6
Normality test of Pre-Test
Tests of Normality

	Faktor	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pengu asaan irregul ar verb	Experim ent	.243	38	.000	.876	38	.001
	Control	.136	37	.083	.965	37	.288

a. Lilliefors Significance Correction

Based on the table above, the result with Kolmogorov-Smirnov[a], it can be found that significance value of experimental class is $0.000 < 0.05$ whereas significance value of control class is $0.083 > 0.05$, because experimental class did not have significance value > 0.05 so the data was not normal distribution.

5.3 **Homogeneity Test of Pre -Test Score**

For calculating the homogeneity of variance of this data, the researcher used Levene Statistic test and used the level of significance (Sig.) $\alpha = 0.05$. The result of variance homogeneity test was shown as follows;

Table 4.7
Test of Homogeneity Pre-Test
Test of Homogeneity of Variances

Score

Levene Statistic	df1	df2	Sig.
.193	1	73	.662

Based on result above, It can be found that significance value was $0.662 > 0.05$. It was higher than the level of significance ($\alpha = 0.05$), so variance data was not homogeny due to normality assumptions are not qualified although the homogeny test of pretest was qualified, the Independent sample t test couldn't be continued.

5.4 Mann-Whitney U test

Mann-Whitney U test is a kind Non-Parametric statistic that is other alternative statistic if the data no has normal distribution, so the researcher used Mann-Whitney U test rather than Independent sample t- test due to the data distribution was not normal which the normality and the homogeneity test were not qualified. In this test, the pre-test and post-test scores from both the classes, IIS 5 as experimental group and IIS 4 as control group were compared. The level of significance (Sig.) $\alpha = 0.05$ was used. The result of statistical calculation was presented in the table below.

Table 4.8
Test of Mann Whitney U Pre -test

Test Statistics[a]

	Score
Mann-Whitney U	544.000
Wilcoxon W	1.247E3
Z	-1.706
Asymp. Sig. (2-tailed)	.088

a. Grouping Variable: Class

Based on the table 4.6 the result of Mann-Whitney U test, Due to the significance value (Sig.) α = 0.05 was used, it was showed the score of the test that 0.088 > 0.05 the test showed that was higher than t-table. It meant there was no significance different between the score of Experiment and Control class.

6. Analyzing data of Post -Test Score
6.2 Normality of Post-Test Score

Calculating normal distribution of the Post -test score of Tenth IIS 5 as experimental class and IIS 4 as control class, researcher used Kolmogorov-Smirnov[a] test with the level of significance (Sig.) α = 0.05. Researcher used Kolmogorov-Smirnov[a] as the guide to know whether the data was in normal distribution or not. The result of normality distribution test was presented as follows:

Table 4.9
Normality test of Post-Test
Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Score	Experiment	.205	38	.000	.931	38	.022
	Control	.195	37	.001	.922	37	.012

a. Lilliefors Significance Correction

Based on Kolmogorov - Smirnov result, it showed that significance value of experimental class is 0.000 < 0.05 whereas significance value of control class is 0.001 < 0.05, because both classes did not have significance value > 0.05 so the data had no normal distribution.

6.3 Homogeneity Test of Post Test Score

For calculating the homogeneity of variance of this data, the researcher using the Levene Statistic test and used the level of significance (Sig.) $\alpha = 0.05$. The result of variance homogeneity test was shown as follows:

Table 4.10
Test of Homogeneity of Variances

Score

Levene Statistic	df1	df2	Sig.
3.658	1	73	.060

According the table above, it showed that significance value 0.060 > 0.05. It was higher than the level of significance ($\alpha = 0.05$), so variance

data was not homogeny due to the normality and homogeneity assumptions were not qualified and the Independent sample t test couldn't be continued, but it was replaced by non-Parametric test that was Mann-Whitney U test.

6.4 Test of Mann Whitney U Post-test

Mann-Whitney U test is used rather than Independent sample t- test due to the data distribution was not normal which the normality and the homogeneity test were not qualified. In this test, the pre-test and post-test scores from both the classes, IIS 5 as experimental group and IIS 4 as control group were compared. The level of significance (Sig.) α = 0.05 was used. The result of statistical calculation of Mann-Whitney U test of the result Posttest both the two classes was presented in the table below.

Table 4.11
Test of Mann Whitney U Post-test

Test Statistics[a]

	Score
Mann-Whitney U	284.000
Wilcoxon W	987.000
Z	-4.475
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Class

To sum up, Based on the test result of Mann-Whitney U Test above, the result of significance value between experimental class and control class is 0.000 < 0.05. It means there is a significant difference in post-test average score between experimental class and control class, and based on the mean result of the test it was proved that

giving treatments using Memrise application improved the student's mastery off irregular verb better than student who not using Memrise application at tenth grade of MAN Sidoarjo.

That was proved Ha was accepted and Ho was rejected due to t-score was higher that the t-table, there was a significance difference in the achievement between students in class IIS 5 who were taught irregular verb of simple past tense using Memrise application and students in class IIS 4 who were taught irregular verb of simple past tense without using Memrise application.it could be concluded that the use of Memrise application in the teaching of irregular verb of simple past tense was effective. The average score of control group's before treatment (59.7) and the average score of control group after treatment was (68.7). Whereas the experimental group's average before treatment was (61.5) and the experimental group's average after treatment was (80.7). It meant that the experimental group class IIS 5 was better than the control group IIS 4.

B. Discussion

Researcher conducted the research study at MAN Sidoarjo, the researcher an analyzing data by using SPSS 16.0 for Windows seven to find out whether there is significant difference between the experimental class which was given treatment using Memrise application and the control class which was given treatment using other application that almost has similar features with Memrise that was Quizlet application.

After conducting all the procedures the research, the researcher analyzed the data that were collected from Pre-test and Post-test, In analyzing the data, the researcher tried to find the Mean

Score of Pre-test and Post-test , Normality Test, Homogeneity Test, Test of Hypothesis, and using Mann Whitney U Test to find whether there is significant different between the score from Experimental and Control class. Before giving them Pre-test and Post-test, Validity test for those tests (Pre-test and Post-test) were used to test whether the instrument was appropriate to measure the student's mastery of Irregular verb or not, the validity test have been validated by lecture then used those tests.

The researcher found out the mean from the score of both classes, After getting the students' pretest and post-test score, The mean from the data was use to found out the average score from each classes. The next test to calculating the pre-test and posttest was normality test and homogeneity test. The normality test was used to test whether the distribution of the research data consistent with the normal distribution. The homogeneity test was used to test whether the variance of the data were homogeneous or not. The mean scores of students Posttest who have been taught using Memrise application (experimental class) was higher than the students who have been taught without using Memrise application (control class).

It was showed from the mean result from both classes. Before getting the treatment, pre-test mean score for experimental class was 61.5 and pre-test mean score for control class was 59.7. it showed that both the classes, Experimental class got failing grade and control group got low grade, it proved that learning Irregular verb is complicated as Nesbitt, Hellen, and believe that irregular verbs are somewhat confusing, a bit more complicated than nouns and you must learn their form three.[76] Idek and Lee lai fong

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[76]Hassan Ayuba, ,"Competence and performance in the use of Irregular verb by student in selected senior secondary schools in Kano", September 2014, p. 2.

also said Irregular verbs are one of the most challenging grammatical structures for ESL students to learn.[77]After getting different treatment both classes got different progress. It can be seen from the mean score from both classes.

The post-test mean score for experimental class was 80.7 and the post-test mean score for control class is 68.7. There was an improvement from both classes. But the experimental class score which taught using Memrise application was higher than the control class score which was taught using similar application. Related to this, students learn the material in their own comfort and they are able to understand and can be practice about their writing using Memrise application.

Learning comes out of the classroom and teaching acquires a ubiquitous dimension. A friendlier environment of learning is provided, where there are fewer risks of failing and learners can develop self-confidence with greater freedom to experiment and repeat as many times as needed. The students has much time to understand the material and looking for another resources which is related to the topic at home. They can do it individually or with friends to share their idea and understanding about the topic in Memrise application.

According to the research findings, the result of this study presented that there is a significant difference in the posttest scores between the tenth grade students of senior high school who were taught by using Memrise application, It was seen by the posttest score result, According to Mann Whitney U test result, researcher found that the

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[77]Sirhajwan Idek , and Lee Lai Fong, "The Use of Dictogloss as an Information Gap Task in Exploiting Dual Application Principle in Learning Irregular Verbs", *Journal of Management Research*, ISSN 1941-899X 2015, Vol. 7, no. 2.

result of significance value (Sig.) is 0.000. It is smaller than the significance limit (Sig.) α = 0.05 (0.000 < 0.05). This fact simply rejected the null hypothesis (H0) which said "Using Memrise application in teaching Irregular verb does not improve the students' mastery of irregular verb at tenth grade students of MAN Sidoarjo" and accepted the alternative hypothesis (Ha) which said "Using Memrise application in teaching Irregular verb improved students' mastery of irregular verb at tenth grade students of senior high school" meanwhile, based on the data presented above, the researcher analyzed the pretest data hypothesis with Mann Whitney U test by using SPSS 16.0 to test the difference between the experimental class which was taught using Memrise application and the control class which was taught using other application. Based on Mann Whitney U test, the result of pre-test score shows that the result of significance value (Sig.) is 0. 088. It is higher than the level of post-test scores in significance (Sig.) α = 0.05 (0. 088> 0.05).

Researcher resumed up that there was no difference of pre-test average score between IIS 5 as experimental class and IIS 4 as control class. In post-test score result, based on Mann Whitney U test, researcher found that the result of significance value (Sig.) is 0.000. It is lower than the significance limit (Sig.) α = 0.05 (0.000 < 0.05). It means there was significant difference in post-test average score between IIS 5 as experimental class and IIS 4 as control class, it means that using Memrise application more better than using other application as Quizlet in student's mastery of Irregular verb.

As description above, it can be concluded that the result of hypothesis test is:

- H0: "Using Memrise application does not improve the students' mastery of irregular verb at tenth grade students of MAN Sidoarjo"
- Ha: "Using Memrise application improved students' the students' mastery of irregular verb at tenth grade students of MAN Sidoarjo"

It proved the hypothesis test that the value of Asymp. Sig. (2-tailed) was $0.000 < 0.05$, thus the hypothesis (Ha) that formulated above is accepted and H0 is rejected.

CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter presented the conclusion and the suggestion of the research findings related to using Memrise application in teaching Irregular verb and the suggestion for the future research. The objective of this study was to know whether using Memrise application improved student's mastery of Irregular verb or not, to find the answer, Researcher conducted Pre-test, giving treatment and then giving Posttest.

A. Conclusion

The conclusion of this research is there was a significant different between the experimental class and Control class, the result of pre-test the experimental class presented that the mean score was 61.5, then the post-test result showed the mean score of experimental increased 80.7, it can concluded that was improved 19.2 points the student's mastery of Irregular verb of the experimental class was significantly improved. It means the Memrise Application is good application to improve student's mastery of Irregular verb.

In other hand, the pre-test result of the Control class revealed that the mean score was 59.7. It was lower 1.8 points from the experimental class, then the mean score result for the post-test was 68.7, it was improved 9 points. To sum up, the students' mastery of Irregular verb of the control class was improved slightly. Although the Control class improved, but the post-test result showed that the mean score of the experimental class was higher than the class that experimental class for the post-test result was 80.7, while the mean score Posttest for the control class was 68.7. The experimental class score was higher 12 points than the score from the control class.

The conclusion, this research has answered the research question that Memrise application improved Student's mastery of Irregular verb at the Tenth grade students of MAN Sidoarjo. Teaching using Memrise

89

application was more effective than without using Memrise application. Then based on the result of analyzed showed that there was a significant difference in teaching Irregular verb by using Memrise Application at the Tenth grade of MAN Sidoarjo. The analysis showed that the Significance (2-tailed) calculated (0.000) is lower than 0.05, so H0 was rejected and Ha is accepted. Therefore, the hypothesis of this research that teaching using Memrise application improved Student's mastery of Irregular verb at the Tenth grade students of MAN Sidoarjo is accepted.

B. Suggestion

After conducting this research, researcher have found result, analyzing it and answered the research question, researcher gives some suggestion as follows:

1. For teacher

    Teacher is able to apply Memrise application in teaching language especially for teaching English, teacher can use this application as fun media learning gets the student's interest to learn English go to this application is a kind game fiction that is facilitated with game Memrise facilitated the users with daily target board range and also timer to make them be more enthusiasm in learning language. This application is a full of courses that has many such as categories grammar then teacher or student fist take a courses or more and turn learn it, Memrise application will train them to memorize better in fun way and save time so more easy memorizing irregular verb be the material in giving treatment to the student.

2. For other researcher

    Leaning language now be easy to be learn that technology also be fun technique to be applied in class, so why not for using Memrise application for doing a research, for other researchers might conduct a

research using this application with different skill and subject.

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