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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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Theme: Memrise and Speaking Skill

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I, Dra. Mg. Elsa Mayorie Chimbo Cáceres, holder of the I.D No. 1802696458 in my capacity as supervisor of the Research dissertation on the topic: “Memrise and speaking skill” investigated by Mr. Oña Endara Dany Alexander with I.D No. 0550267892, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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DEDICATION

TO:

My trust on God for giving me the maturity and wisdom to never quit and keeping my head up no matter the obstacles. To my family, especially my aunt Rocio and my grandmother Olga for bracing and taking after me. To my mom Salomé, who was the main person why I did this, for giving me life, her love and her support since the beginning of everything, Eventually, I want to thank my girlfriend Nicole for being there for me, showing me what I am capable of and being vital in my life to commit this process.

Dany.

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Firstly, I thank God for giving me life and helping me to accomplish my goals, as well as my supportive and excellent mother who has been father and mother at once for me and made an amazing effort to give me a good education throughout my entire life. Furthermore, I want to thank my family who have always been proud of me at my highest and my lowest.

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RESUMEN

El inglés se ha convertido en un idioma internacional. Entre las naciones se considera una lengua franca. Se habla, se aprende y se entiende incluso en aquellos países donde no es lengua nativa. Sin embargo, una de sus habilidades importantes es hablar, como habilidad productiva, que viene con el empoderamiento de los humanos para construir nuevos temas al hablar con la gente sobre cualquier tema o experiencia. En el siguiente estudio, el objetivo fue determinar la perspectiva de los estudiantes sobre la aplicación Memrise para mejorar la efectividad en la habilidad de hablar. Fue un estudio descriptivo y no experimental utilizando una muestra de 61 estudiantes de inglés intermedio (25 hombres y 36 mujeres). Los datos se recogieron mediante una encuesta con 25 ítems en escala Likert. Hubo una validación de la confiabilidad de la encuesta y el alfa de Cronbach (0,934) y la validación de la encuesta con la ayuda de cinco expertos a través del cálculo V Aiken de 0,97 de validación. Como resultado de este estudio, se diseñaron tres preguntas de investigación para responder: tipos de actividades dentro de la aplicación Memrise, estrategias de aprendizaje de vocabulario y estrategias de aprendizaje de pronunciación que los estudiantes prefieren en las aulas de inglés como lengua extranjera. Basado en los resultados, se planteó que al usar actividades dentro de la aplicación Memrise, los estudiantes se sienten más animados a completar actividades y motivados al usar elementos de gamificación como la puntuación diaria y el modo de subir de nivel que ayuda a los estudiantes a familiarizarse con el inglés. Asimismo, algunos estudiantes encontraron estas actividades agradables, lo que hace que el aprendizaje no sea monótono ni habitual. Además, los estudiantes prefirieron ampliar su vocabulario usando imágenes, hablar con compañeros de clase o compañeros para entender el significado de las palabras; sin embargo, la repetición, el seguimiento, los movimientos corporales y la adición de comentarios positivos fueron seleccionados como los mejores para fomentar la habilidad de hablar. No obstante, los estudiantes afirmaron que aprenderlo con hablantes nativos o en escenarios de juegos de roles no puede encajar en sus preferencias. Los hallazgos han demostrado que la mayoría de los estudiantes tienden a estar rodeados de personas que pueden brindarles confianza y aspectos sin prejuicios en el aprendizaje que se emplean en conjunto para mejorar la habilidad de hablar.

Palabras claves: La aplicación Memrise, habilidad para hablar, estrategias de aprendizaje de vocabulario, estrategias de aprendizaje de pronunciación.

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THEME: Memrise and speaking skill

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ABSTRACT

English has become an international language. Among nations it is considered a lingua franca. It is spoken, learned and understood even in those countries where it is not a native language. Nevertheless, one of its important skills is speaking, as a productive skill, which comes with empowering humans to construct new topics by talking to people about any topic or experience. In the following study, the objective was to determine the students' perspective on the Memrise application to improve the effectiveness of speaking skills. It was a descriptive and non-experimental study using a sample of 61 intermediate English students (25 men and 36 women). The data was collected through a survey with 25 items on a Likert scale. There was a validation of the reliability of the survey and Cronbach's alpha (0.934) and the validation of the survey with the help of five experts through the Aiken V calculation of 0.97 validation. As a result of this study, three research questions are designed to answer: types of activities within the Memrise application, vocabulary learning strategies, and pronunciation learning strategies that students prefer in EFL classrooms. Based on the results, it was proposed that by using activities within the Memrise application, students feel more encouraged to complete activities and motivated by using gamification elements such as daily scoring and level up mode that helps students to becoming familiar with English. Additionally, some students found these activities enjoyable, making learning neither monotonous nor habitual. In addition, students preferred to expand their vocabulary using images, talking with classmates or peers to understand the meaning of the words; However, repetition, following, body movements, and adding positive feedback were selected as best for promoting speaking skills. However, students say that learning it with native speakers or in role-playing scenarios may not fit their preferences. Findings have shown that most students tend to be surrounded by people who can provide them with confidence and non-judgmental aspects of learning that are used together to improve speaking ability.

Key words: The Memrise application, speaking skill, learning strategies for vocabulary, learning strategies for pronunciation.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Research background

English, a widely spoken global language, plays a pivotal role in connecting individuals worldwide, facilitating communication across diverse cultures and nations. Salim et al. (2020) states the effective communication in English relies not only on vocabulary and grammar but also on clear speaking and accurate pronunciation. Pronunciation encompasses the correct articulation of sounds, stress patterns, and intonation. Mastering pronunciation enhances comprehension and ensures one's message is conveyed accurately. Nevertheless, Jones (2018) addresses speaking skills, unlocking the positive outcomes of English proficiency and actively benefits of enhancing participating in global conversations with assurance and competence. Learning a second language encompasses enhancing skills in oral communication, listening, reading comprehension, and writing. Emphasizing pronunciation within oral communication is particularly crucial in language instruction. According to Lopez et al. (2021), this is an important skill that needs to be practiced. Ecuador currently stays in this position by EF due to the lack of English class in schools and the likely of using Spanish instead of the L2 which is English. This evokes students not using the target language that, in fact, do not let people communicate. Castillo (2021) mentioned that the main goal of the curriculum of Ecuador given by Ministerio de Educación goes to the need of preparing Ecuadorians for a world that is actually globalized in terms of communication. Even though, it is clear that the goals it has set, there are no development until now or even more, a real importance of change methodologies that not worked out. El Universo (2020) mentioned Ecuador has the worst English level according to the international ranking published by EF Education First (EF), a for-profit global educational company that offers language learning programs.

Before and foremost, all of the information to support this research has been investigated and collected were taken by websites that are worth and reliable ones such as Google Scholar, repositories from a variety of universities, ResearchGate which contained articles and journals that were helpful due to the relevant and enriching information and its own relevancy. Furthermore, most of the investigations were carried out in different countries such as The United States, India and Europe. At the end of it, it had facilitated the order and development of the research proving information related to the set variables which are two (independent and dependent). Furthermore, all the information that were gathered helping to

make it understandable and be aware the effectiveness of technological applications to develop speaking skill.

Regarding current studies, some of the problems at acquiring English as a foreign language are the monotonous methods used in regular class, which makes implementing new technologies to increase students' interests at learning might be enjoyable. As noted by Nuralisah and Kareviati (2020), the effectiveness of using Memrise application in teaching vocabulary aimed at enhancing L2 vocabulary acquisition through the utilization of Memrise, an application designed to involve learners in vivid contexts. The research targeted 35 seventh-grade students facing challenges in English vocabulary learning due to conventional teaching methods and low learner engagement. Employing a descriptive-qualitative methodology, the study focused on creating a conducive learning environment by eschewing traditional approaches and instead incorporating the Memrise app for vocabulary instruction. Data collection involved vocabulary tests and questionnaires to assess the app's efficacy, revealing a significant positive impact on student performance, including improved grades and heightened motivation with the result of using methodologies and recommending its use as an effective pedagogical tool for enhancing English language learning outcomes.

Liu (2022) in her book called *Handbook of Research on Digital Technology Integration and Language Learning* proves the effectiveness of various digital tools, such as learning apps that facilitate the improving of language, online platforms, and multimedia resources, in facilitating language learning processes. Manuel Pérez Cota, an expert in education and ICT, emphasizes the importance of these technologies in education.

Sanchez et al. (2023) examined the aspects of communicative language competences and the effectiveness of mobile learning tools in improving English communication skills among students. Conducted in a Mexican context, the research utilized Duolingo to enhance virtual courses for higher education students whose native language is Spanish. Employing a quasi-experimental approach, the study analyzed pre-test and post-test outcomes from a sample of 40 participants; divided into 20 in the control group and 20 in the experimental group. Specifically, the study developed measurement resources used to assess the six components of communicative competence at CEFR level A2. The finding results indicated significant improvements in the experimental group, primarily attributed to the English virtual classes.

Athoillah (2022) carried out a research centered on the use of mobile assisted language learning (Mall) in teaching students over listening and speaking skills, which aimed

to enhance speaking skills through Mobile-Assisted Language Learning (MALL) applications. The study investigated the impact of M-learning applications on eleventh-grade students' speaking skills at SMAN 1 Tirtayasa in 2020 and 2021. The experimental group utilized the Talk English Application; while the control group followed conventional teaching methods. Data collection involved conversation videos and questioning from videos. Results showed a significant improvement in the experimental group's speaking skills compared to the control group. The study emphasized the accessibility of materials for daily conversations through MALL apps, increasing student participation and engagement in English. It recommends integrating both listening and speaking skills to enhance comprehension and language proficiency.

Rohim (2022) carried out a research in relationship with the effect of Memrise application towards students and vocabulary Mastery that sought to see if using the Memrise App helps 8th-grade students at MTs Mathla'ul Anwar improve their vocabulary. The study used numbers to understand this, dividing students into two groups; one that tries Memrise and one that does not. There are 71 students in total, with 22 in the Memrise group (called the experimental group) and 22 in the other group (called the control group). 44 students are tested. A test is given before and after using Memrise. It obtained the results from both groups, it provided clearly that using Memrise helped students learn more words, eventually creating techniques and user experience likely contributes to its effectiveness in helping students learn vocabulary compared to traditional methods.

It has been seen the influence of the use of technology in previous years. In this research in terms of COVID-19 with 20 countries higher education intra-period digital pedagogy responses, Crawford (2020) took at how different colleges in different countries kept teaching during the pandemic. They show how there were lots of different ways that colleges did this, and how some were more successful than others. This research is important because the pandemic was something that nobody expected, and it changed how colleges all over the world had to do things.

Azizi and Taki (2018) conducted an investigation about the measurement of the effectiveness of using "Memrise" of learning EFL in which was investigated how mobile applications for language learning could potentially transform the process of language acquisition. It explored students' opinions regarding the effectiveness of Mobile Assisted Language Learning or even known as M-Learning or MALL when used alongside traditional

direct instruction. The research involved 36 high school students in Iran and compared their perception of learning with a combination of direct instruction and the mobile app "Memrise" against direct language instruction alone. The results indicate that Memrise can be a valuable tool for learning English. However, it's crucial to emphasize that Memrise is intended to complement rather than replace traditional language instruction methods.

Additionally, Jannah (2023) carried out a descriptive qualitative study called Students' Learning Style in Speaking Skill where explored how students learning styles impact their speaking skills. It involved one English teacher and 23 second-year students from SMPN 3 Rambah Hilir. Data collection methods included questionnaires and interviews. Analysis using the Guttman scale revealed that 22% of students were visual learners, 69% were auditory learners, and 9% were kinesthetic learners, with auditory learning being predominant. Interviews suggested that students often utilized both visual and auditory learning approaches.

Finally, Yuliawati et al. (2023) realized students often face obstacles in enhancing their English-speaking skills, such as limited access to learning resources and time constraints. In today's digital age, there are numerous technologies and platforms available to improve English proficiency, including the ELSA Speak application. Thus, this study called Students' Perceptions on the Use of ELSA Speak Application to Improve English Speaking Skills aims to explore students' perceptions of the effectiveness of ELSA Speak in enhancing their English speaking abilities and the extent to which they believe it can yield positive outcomes. Simple random sampling was used to select a sample of 60 individuals from a population of 100, and data was collected through a survey. To sum up, the research supports the efficacy of ELSA Speak in enhancing English speaking abilities.

The previous research works showed the veracity and importance of implementing the Memrise application on increasing speaking skills where authors mentioned a higher development and motivation while technology was added in learning because using M-learning apps can enhance communicative skills in a better way, so students do not seem studying a new language so monotonous. Overall, mixing up these variables with upgrade subskills as fluency, grammar, vocabulary and pronunciation makes learning non-traditional classes and not just stay focused on only one aspect of speaking.

1.2 Theoretical framework

This chapter describes in-depth the two variables and their categories that were chosen to accomplish this study. Regarding the independent variable “Memrise” which is the most important considered categories were “E-learning” and “M-learning”. On the other hand, regarding the dependent variable which is “Speaking skill” which key categories that were considered the most important “Productive skills” and “English skills”. The key categories already mentioned per variable were selected according to the topics that involve each one and, in fact, help to reach the outcomes including the variety of ideas found in them.

1.3 Independent variable

Information & Learning Communication Technology (ICT)

Information and Communication Technologies or also called ICT have radically transformed the way we interact and relate to each other in today's society. ICT are the basis of a new form of society. Arranging its network and this statement disclosed the fundamental impact of ICT on our lives and how they have given rise to a more connected and interdependent society. Gray (2019) argued her significant contributions forward to the development of technology in relation to information and communication technology or ICT. She relaid ICT as a way of merging in depth that supports numerous digital platforms and services, while also examining the paths for labor rights and social equity within the digital era in the learning field.

Teaching through technology has become a fundamental pillar in education, transforming the way students learn and teachers teach. Several authors have observed the importance of technology in this context. In addition, Vali (2023) stated how technology could help collaborative learning by experiences and providing tools and platforms for students to engage in discussions, share resources, and collaborate on projects.

Furthermore, ICT has been expected ICT has been a good way to get involved students in class, advocating the right methods to include it, this facilitated the way of learning a second language and helped students feel motivated and educators as well. Sarpong (2023) supported the use of it stating the significance of adopting a balanced approach when incorporating ICT into education. Likewise, technology held assertive in improving teaching and learning. However, it is warned against placing excessive reliance on technology and instead urged for a deliberate assessment of its role within the wider context of educational strategies and objectives.

E-learning

E-learning, or online learning, has gained increasing popularity in recent years as an educational approach that uses digital technology and online resources to facilitate teaching and learning. Numerous studies and authors have claimed the benefits of e-learning in education. Taşkıran (2021) provided some appropriate pedagogical principles throughout online learning that can be as effective as learning in face-to-face environments. He stressed the importance of sound instructional design and student-teacher interaction to ensure the success of e-learning.

E-learning becomes a common theme in educational literature and creates a debate about on technology integration; it suggests there must be careful consideration of aspects such as leadership, methods, pedagogy, professional development to ensure successful implementation and utilization of technology in educational settings (Fullan, 2021). It is recommended the right selection of overall system educational to success when it comes to implementing technology in education for effective leadership and change management in unleashing the potential of ICT for educational reform.

Adrah and Wadawiyah (2024) pointed out that e-learning can have a significant impact on student learning. Hattie asserts that well-designed and effectively implemented e-learning can improve students' academic outcomes. Thus, Hartnett (2016) described that e-learning can improve student engagement and motivation. Bonk states that e-learning provides students with greater autonomy and control over their own learning, which motivates them to become more actively involved in the process.

E-learning takes part of educational development at learning and is crucial because it transforms how students learn. A wealth of information and tools can access through E-learning; this allows for personalized learning experiences tailored to individual needs. Students can collaborate globally, expanding their horizons and developing essential digital skills for the modern world. Anis (2021) mentioned its significance in contemporary education and the ongoing professional growth of educators through online courses, webinars, and digital resources. Over and above, teachers can stay current with the latest teaching techniques and technological advancements but enable for educators to adapt to changing educational perspective and enhance their methodologies effectively.

M-learning

M-Learning, or mobile learning, has revolutionized the way people access education and acquire knowledge in today's society. Bilotserkovets et al. (2021) asserted through the use of mobile devices, such as smartphones and tablets, M-Learning enables anytime, anywhere learning extending efforts for students promoting hard work. Below, we will explore the benefits and importance of M-Learning in education. One of the main advantages of M-Learning is its accessibility and flexibility. Mobile devices are widely used in society, and virtually everyone has access to one. This means that mobile learning can reach a wide audience, including those who do not have access to traditional educational institutions. In addition, M-Learning allows students to learn at their own pace and on their own schedule, adapting to their personal needs and responsibilities.

Walker (2016) argued M-Learning encourages interactivity and active student participation in the learning process. Through mobile applications and tools, students can participate in interactive activities, such as educational games, simulations and quizzes. This not only makes learning more interesting and engaging, but also improves information retention and understanding of complex concepts. Thus, it allows students to collaborate and participate in online learning activities. Overall, the increasing of learning through mobile communication tools, such as discussion forums and chats, students can interact with classmates and teachers, share ideas, conduct group projects and solve problems together.

Furthermore, Fisher (2016) noted by using mobile applications, online platforms and digital libraries, students can access up-to-date information, videos and other materials in real time looking for out vocabulary improvements. This ensures that students have access to the latest and most relevant information in their field of study and encourages continuous and lifelong learning. Students can access online courses, tutorials and educational materials at any time, allowing them to continue learning even after completing their formal education. This is especially beneficial in an ever- changing world, where acquiring new skills and knowledge is essential to stay current and competitive in the workplace.

M-Learning, or mobile learning, has become an increasingly important tool in education worldwide. Jing (2019) emphasized the rapid acceptance of mobile technology and smart devices due to the offering of new opportunities and approaches to teaching and learning English. Additionally, the influence of M-Learning in English education stressed its benefits, challenges and success stories.

The use of how to use M-learning in learning makes students can access lessons, communicate with teachers, and learn whenever and wherever they want. In fact, it can be more flexible and convenient, making it an important part of education today regarding as a potential game-changer for its ability to revolutionize education by meeting learners' demands for flexible, personalized, and readily accessible learning opportunities.

Despite all the importance of M-learning in learning, the ability to use technology effectively is essential and it provides students with the skills and competencies necessary to navigate digital environments, communicate online, collaborate virtually, and use technology tools effectively. These skills are vital for success in today's job market and to fully participate in the digital society. Overall, M-learning acted as a lifeline for students by enabling them to remotely access educational content through digital devices like smartphones and laptops (Quadri et al., 2023).

Similar M-learning applications

Dispite the Memrise application, there are applications that have characteristics and features that share that same aim involving speaking skill. Navarro et al. (2024) agreed the variety of M-learning applications can help improving English skills, nevertheless it promotes the enhacing of skills and competencies essential being around newly environments, collaborating in a digital way, and utilizing technology tools proficiently.

Duolingo: Duolingo works as a language learning platform, accessible through both a website and a mobile application. Within each language, there are units centered on skills with six levels. Each skill includes 4–6 lessons focusing on vocabulary, grammar, listening, or short story exercises, through which users learn and progress (Sakalauske & Leonavičiūtė, 2022).

ELSA: Kholis (2021) referred to The ELSA application as a software developed to help learners in enhancing proper English pronunciation through an optimal blend of machine learning and AI. By utilizing speech recognition technology, the program analyzes the user's English speech patterns. Eventually, ELSA efficiently identifies and diagnoses pronunciation challenges for the user.

Rosseta Stone: Rosetta Stone serves as another application that can help improving English language, it a digital tool for practicing pronunciation (Sanverdi, 2021). In this application, pronunciation and speaking skills are emphasized to enhance allowing students to

engage in dialogue and vocabulary exercises to improve their pronunciation. Firdaus (2019) argued the efficacy of listening to vocalizations and practicing pronunciation within the Rosetta Stone application is instrumental in improving students' pronunciation skills.

Hello English: Daulay (2023) reported Hello English is a distinctive language learning tool that tends to use enjoyable games and situations to teach English, when users engage in practicing their spoken English, they can access the training section directly, select a conversation, and explore numerous conversation themes to practice from.

Grammarly: Fitria (2021) described Grammarly, through using AI, an application to assess text and offers feedback on grammar, spelling, punctuation, and style. It is accessible through browser extensions, desktop, and mobile applications, catering to users across different devices.

Memrise

Memrise is an online learning platform that has gained popularity in the field of English language education. On the basis of Łuczak (2017) mentioned Memrise as a web-based and mobile app-based tool that uses spaced repetition techniques and gamification elements to help students learn vocabulary in various languages, including English. The platform offers a wide range of courses and lessons designed to improve students' language skills, focusing on key areas such as vocabulary, grammar and pronunciation.

The purpose of creating this application comes with significantly contributes in order to enhancing language learning worldwide by making it more accessible, efficient, and enjoyable for individuals of diverse backgrounds. Memrise was created in 2010 by two college students; Ed Cooke and Ben Whately driven by their joint enthusiasm for memory strategies, a commitment to rendering learning pleasurable, and a conviction in the influential role of technology with the motivation given by Cooke's proficiency in memory accomplishments and involvement in memory competitions, they aimed to popularize these strategies, showcasing their effectiveness in aiding learning and memory retention (Memrise, 2024). This made their cosmovision to empower learners worldwide with a fun, engaging, and scientifically-backed approach to acquiring new skills and knowledge adding gamification in most of the sections the Memrise application provides.

Memrise has introduced a new learning method at the beginning of the year including updates on the introduction of new features. Dewi et al. (2024) reported the changes were

designed to provide users with a more participatory and efficient manner of language acquisition, as well as to ensure the platform's long-term viability at open to it; immerse and communicate were added to enrich the enhancing of learning in a language, managing courses to provide a more personalized into community and the app version prioritizing pure content. Eventually, some of the content were moved to the Memrise community

However, most of the characteristics implemented on Memrise could affect regularly users. Memrise (2024) pointed out the new feature regarding communicating which is Membot; it allows the language user of the application to enroll in conversations that closely mirror human interactions in multiple languages. In fact, Membot improve users' language abilities and self-confidence through a user-friendly and interactive method.

Finally, in combining technology with the ancient method of memory, Memrise becomes a symbol of new ways to learn in today's world. Cooke (2021), Memrise CEO mentioned by blending mnemonic techniques with digital tools, Memrise helps not only in learning languages but also in appreciating the importance of memory in education. In a time where there is a lot of information to remember, this encourages learners to use their minds fully, not just to remember facts but to understand and keep them for a long time. Then, as we navigate a world that is more and more complicated, Memrise teaches us that memory is still very important for gaining knowledge, and with the right help, we can learn almost anything.

Memrise features

Pradana (2023) pointed out Memrise as a means of improve speaking skill. Likewise, it has a diverse of feature that can be useful to increase learners speaking abilities.

1. Word/Phrase translation: This question type is one of the simplest formats on Memrise that can be used. In this section, it can be found four to six answer boxes. It asks to select the correct translation for the given word or phrase. If the right answer is answered correctly, Memrise rewards with a large check mark as feedback for the correct response, as well. (Taebenu & Katemba, 2021).

Thus, this feature provided on Memrise aims the improvement of language learning by offering learners with interactive lessons focusing on translating phrases and terms between languages. In fact, the active interacting with translation in both ways, students improve their vocabulary and understanding to practice both comprehending languages, which is essential for real-world communication.

2. Listening practice: It aims to commit newly acquired words by memorizing. Furthermore, they push their limits by listening a word challenging vocabulary to gauge their progress and skill level, often reflected in their scores (Taebenu & Katemba, 2021). Another point, these listening exercises often provides audio recordings of proficient speakers pronouncing phrases, sentences, and words in the dialect being studied to students in order to improve pronunciation and describe the information they hear in their local language.

Thus, Memrise offers a variety of listening tasks. Taebenu and Katemba (2021) classified the tasks in three, first audio matching, in which students must listen to the speaker and respond. Second, completing sentences, in which a speaker says a word or phrase that learners must complete, and finally, multiple-choice questions, which give several possibilities for determining the correct response. The majority of these activities encourage active learning and provide a range of natural exposure in real context to help students learn the target language more effectively.

3. Gamification elements: It develops the process of learning new words into an engaging game-like experience, motivating learners to achieve a weekly score. This score is determined by various parameters, including vocabulary mastery, native speaker phrases, and instructional videos. Thus, this encourages users to interact with the app frequently, assisting to maintain or exceed their personal scores without interruption (Izah, 2019).

Nevertheless, these feautures may vary depending on what device you are enrolled in. Izah (2019) asserted essential element to enhance motivation throughtout using the Memrise application. First and foremost, the common element available on website and mobile version; using a level-up mode to encourage learners to overcome oneselve and accomplish significant goals with the creation of palpable sense of progress. Secod of all, leaderboards allow students to stay continually engaged in order to encourage them into the language with stimulating environment for friendly competition and allowing them to see how they are doing in relation to others (Azizi & Masoud, 2018).

Furthermore, encouraging daily streaks and establish personal goals to practice pattern that is necessary to maintain language skill score over time. When the learner accomplishes the modality of the application, he gets awarded by giving recognition for their accomplishments. Finally, if the teacher adds a correct implement of the Memrise application in class, students feel more free to participate due to its increasement in users' enjoyment and effectiveness of

language learning. In matter of fact, assisting them in achieving their language learning outcomes.

4. Exercise system: It offers various activities, including vocabulary learning, word arrangement, translation by writing all of which actively engage learners in the learning process in order to effectively facilitates learners in practicing and enhancing their memory capacity (Izah, 2019). Nevertheless, its variety makes each learners who are using it can accommodate due to her/his preferences. Memrise foster to make language learning entertaining, efficient, and available to students of all levels by providing a variety of stimulating exercises. Following Izah, the following are the most common used by Memrise users:

The impact of mnemonics; which refers to meta-cognitive activities; is hugely vital on the app. In fact, Memrise is a domain where mnemonic devices, or "mems," are essential for improving word memory through repetition. Additionally, these tools make use of vivid pictures or stories to improve word or phrase recall for users, in the Memrise application we can find pictures or videos related to a specific topic for specific context. Coupled with it, each learner is able to customizable his/her own learning schedule; so they can fit language practice into their daily routines in a way that works best for you, whether you have a five-minute window or thirty minutes. Finally, either the Memrise application or the Memrise community come with content by self-preference in which it guarantees its elements to offer every user, increasing the personalization and engagement of language learning.

5. Communicate / MemBot: It is a software tool facilitating interactions provided by the app itself between chatbots and humans using natural language in various contexts. The answers can be basic responders to more advanced digital help that in fact learn and improve their comprehension as they gather and analyze data (Dewi et al., 2024).

Additionally, it is available on the Memrise application and fosters a community who are oriented environment in which people assist one another's growth. As an individually tailored language instructor, the Mem-bot delivers a generated atmosphere for learners to improve their pronunciation abilities at their own speed and convenience by writing or listening in which can answer through the same means.

1.4 Dependent variable

Language learning

Language learning is a complex phenomenon involving the acquisition of linguistic and communicative skills. Abbas et al. (2022) pointed out Chomsky was a renowned linguist and philosopher, language learning is an innate capacity of human beings, which develops through a set of universal grammatical rules. Chomsky proposed the existence of a "generative grammar" underlying all human languages, which individuals acquire unconsciously during their development.

Another influential author in the field of language learning, Negi (2023) mentioned Vygotsky, a psychologist and developmental theorist. Vygotsky emphasized the role of social interaction in the process of language acquisition. Suggesting by his sociocultural theory, language is acquired through social interactions, in which children are guided and supported by more competent adults or peers. Vygotsky emphasized the importance of dialogue and interaction in the construction of linguistic knowledge. In the field of cognitive psychology, Rhamadanty (2023) agreed Piaget as one that made significant contributions to the study of language learning. He shared his theory of cognitive development, children go through different stages of development in which their thinking and language develop together.

Piaget emphasized the role of assimilation and accommodation in the language learning process, arguing that children construct their linguistic knowledge through interaction with their environment. In addition, Arif (2022) mentioned authors such as Skinner (1957), in the field of behavioral psychology, emphasized the importance of conditioning and reinforcement in language learning. Based on his theory of operant conditioning, children acquire language skills through the association of stimuli and responses, and the positive or negative reinforcement they receive from their environment.

English skills

English is one of the most widely spoken languages in the world and plays an important role in education, business and global communication. Learning and mastering English involves not only acquiring language skills, but also developing cognitive skills that positively impact intellectual development. Yang (2023) showed how English can enhance cognitive skills such as attention, memory, cognitive flexibility, and critical thinking. The author suggests English acts as a shared language for communication between different cultures, encouraging connections and cooperation across international boundaries. In general,

becoming proficient in English not only provides access to various opportunities but also helps individuals succeed in a world that is more connected and competitive.

The English language holds significant importance in higher education institutions for various key reasons, such as securing employment, completing master's and doctoral defenses, understanding individuals from different nationalities, and engaging in communication with people worldwide. As a result, mastering the English language has become essential in contemporary society. Perez and Quinn (2024) debated over the use of the native language in foreign language classrooms is multifaceted and encompasses various viewpoints. Some argue that the exclusive use of the target language (L2) in instruction promotes immersion and accelerates language acquisition by forcing learners to engage with the language directly.

In the words of Atmowardoyo et al. (2023), for numerous university students, mastering English went beyond classroom instruction, encompassing the refinement of listening, speaking, reading, and writing abilities, each presenting its unique hurdles. As a further matter, cultural and contextual comprehension holds considerable significance in achieving proficiency in English. In this scenario, recognizing the value of language immersion, proficient communication, and cultural acumen becomes imperative. We will delve into methods to refine and apply these skills to enrich the learning journey.

Productive skills

Productive English language skills refer to the ability to produce and express oneself verbally and in writing in English. These skills include speaking and writing, and are fundamental to communicating effectively in academic, professional and social situations. Afriani (2022) argued the exploration of teachers' and students' perceptions of a learning model aimed at integrating coding into writing and speaking classes to understand its potential applicability and necessity in developing students' productive skills. Also, the incorporation of various virtual characteristics to improve these skills provide students with opportunities to enhance their writing and speaking abilities through practice and engagement with immersive environments.

As noted by Sofa et al. (2023), a proficiency in productive skills enables learners to effectively convey their thoughts and ideas, fostering clear and confident communication in both verbal and written forms. Additionally, regular practice of speaking and writing aids in the development of language fluency, allowing learners to express themselves smoothly and

naturally. Engaging in these activities also facilitates the expansion of vocabulary and the reinforcement of grammatical structures through practical application.

Productive skills typically refer to the abilities to express oneself in a language through speaking and writing. These skills involve actively producing language to communicate thoughts, ideas, and information to others. Nonetheless, not always a productive skill is worked itself, many times a receptive skill is taken by different reasons, authenticity, simplification or content. Gkomptzia (2024) stated learning with a productive skill and a receptive skill help to the process of acquiring proficiency in a foreign language by developing both language production skills, such as oral or written expression, and language comprehension skills, such as listening or reading.

Zahin (2021) showed speaking in the English language involves the ability to communicate verbally and express thoughts, ideas, and emotions effectively. To develop English speaking skills, it is essential to acquire a solid knowledge of grammar, vocabulary and pronunciation. In addition, active practice and regular exposure to the language are key to improving fluency and accuracy in speaking.

In addition, in both speaking and writing or involving with receptive skills, they play a key role in effective communication and access to academic and professional opportunities. Improving these skills has a significant impact on individuals' ability to interact in a globalized and highly connected world. Through improving English speaking and writing skills, individuals can open themselves to new opportunities, develop their confidence, broaden their intercultural awareness, and strengthen their cognitive skills.

Speaking skill

Proficiency in spoken English plays a pivotal role in facilitating effective communication across diverse fields and professions. Mastering these skills empowers individuals to engage fluently, convey ideas convincingly, and actively participate in social, academic, and professional contexts. Rao (2019) emphasized the indispensability of effective communication across various domains. Language serves as the primary medium of communication, and its absence poses significant challenges in accomplishing objectives and goals. Hence, the necessity of a common language to foster global communication becomes evident. Given English's widespread recognition as the international language spoken across diverse regions, states, countries, and continents, it serves as a vital bridge, connecting individuals from diverse cultural backgrounds and geographical locations.

Initially, proficiency in English speaking is paramount in the realm of business and international commerce. Based on Richards (2005), adeptness in the English language empowers individuals to engage in international gatherings, presentations, negotiations, and conferences. Effective communication in English is imperative for fostering business relationships, forging collaborations with global counterparts, and broadening companies' horizons in the worldwide market. Proficiency in spoken English is indispensable for active engagement in classroom settings, seminars, and discussions, facilitating students who can articulate themselves fluently to pose questions, present arguments, and actively participate in academic discourse.

Rój (2024) underscored the importance of English speaking proficiency in enhancing students' educational journey, enabling them to fully engage with peers and professors, deliver presentations, and effectively articulate their ideas. She characterizes speaking as an art form, emphasizing the individuality of each spoken interaction. Even the repetition of a sentence yields nuanced variations, underscoring the uniqueness of dialogues, speeches, and monologues. This perspective suggests that every spoken word contributes to a distinct entity, with no two instances being identical. Rój proposes that the ability to capture these ephemeral moments, each irreproducible, constitutes an art form in itself.

Furthermore, proficiency in English-speaking skills holds significant importance in diplomacy and international relations. As per Rao (2019), effective communication in English is indispensable for diplomats and international officials, enabling them to engage in negotiations, represent their respective countries in international conferences and discussions, and foster robust diplomatic ties. Competence in English facilitates collaboration and mutual comprehension among nations and cultures.

The importance of speaking and listening

Speaking and listening tends to be taught in a way in which both perform at once. Strong speaking and listening abilities are necessary for adjusting to the modern world. Prima and Tampubolon (2021) declared students can build these abilities by providing them with opportunities to practice in authentic settings. Attending events, becoming involved in extracurricular activities, and speaking with English speakers can give students real-world experience that is not possible in a classroom.

English facilitates efficient communication on a global impact. In fact, giving pupils practical experience in the real world aids in their understanding of how to use their language

abilities. When students converse with native speakers or take part in immersion activities, they are less concerned with improving grammar and more concerned with meaning communication. With an emphasis on knowing and being understood, this technique mimics natural conversation, which helps students become more proficient in utilizing English in a variety of circumstances.

Subskills of speaking

Masuram and Sripada (2020) noted speaking subskills are divided into five: pronunciation, grammar, vocabulary, fluency, and discourse. All are worth due to its impacts comprehensibility and might hinder communication if not learned correctly. Along with, pronunciation is regarded as a critical subskill; speaking with ease and confidence is referred to as fluency, and it enhances the speech's overall coherence and cohesion. Eventually, discourse is the capacity to arrange concepts and communicate them logically while accounting for contextual and cultural influences. However, in this research, the strategies that were centered on pronunciation and learning

Furthermore, there are actually four main factors that have a significant impact on the subskill of speaking. Muharrir et al. (2023) revealed the first of these is vocabulary, which serves as vital for determining the right terms to use in conversation. Second, in order to combine words and linguistic elements in a way that clearly communicates ideas, speakers must be knowledgeable of the principles of grammar. Another crucial component of speaking is fluency, which is the seamless and ongoing interchange of ideas between speakers and listeners. Finally, pronunciation conveys an essential part in making speech using sounds and entail a vital influence on communication to employ accent and intonation correctly.

Equally important, speaking promotes straight communication, creating understanding, and developing connections to improve confidence and allows for successful engagement in social and learning settings enhancing pronunciation, grammar, vocabulary, fluency, and discourse. However, these are specific skills to improve the oral production in English for aiming outcomes, each one depends on what is anticipated to accomplish for learners. The sub skills centered on this research were vocabulary and pronunciation to seek strategies to improve them.

Vocabulary learning

In agreement with Kafipour and Naveh (2011), vocabulary is known by using learning strategies, students may easily explore any area of study or topic, easing their path to becoming proficient English as a second language learners. Moreover, as the time goes by, a variety of tactics have been created and proven to be beneficial to learners in the long run. Schmitt (2000) highlighted when someone learns a new word, it goes straightforward to a cognitive part of the brain, he asserted there are two types of memorizing words:

Short-term memory: As determined by Zhu (2024), short-term memory is a cognitive section located in the brain that has the ability to temporarily retain mental knowledge, movements, and sensory inputs. Plus, working memory acts as a path of transmitting information to long-term memory. It is closely related to human consciousness and is distinguished by its ability to retain a certain amount of information for a limited time.

Long-term memory: Long-term memory serves as a way of storing large amounts of data in the brain. Furthermore, it supports our ability to retain knowledge that we need to learn new things and make sense of the world (Chen, 2024). This part serves as a repository for information. In fact, the amount of information it carries is unknown, although it is capable of retaining data for extended periods. Rather of sorting words alphabetically, it arranges concepts regarding their interrelation.

Pronunciation learning

Pronunciation is the production of sounds by an individual to communicate meaning. When studying pronunciation, it is necessary to think about intonation, stress, tempo, rhythm, individual sound units, and how they fit together in phrases. According to AMEP Research Center (2002), learning pronunciation is important since it is the first feature of language that draws a listener's attention when someone talks, such things as vocabulary and fields attached to it are other aspects that come next.

Thus, Khan (2024) argued pronunciation helps discriminating words and noises. 26 of the terms to prevent misconceptions when making the speech. Gilakjani (2017) provided both perspectives on pronunciation. The main, known as the narrow perspective, considers pronunciation to be the precise articulation of each sound in their right order by an individual. The second perspective, known as the wide view, covers the concept to include pronunciation as an essential component of communication. Furthermore, the importance of enhancing

production does not include only vowel and consonant sounds, but also supra-segmental features like as intonation, word stress, and sentence structure. Eventually, mixing up all these elements was considered as intelligibility and called the main aspect of teaching production (Zarei, 2024).

Intelligibility: It states the degree of a speaker's pronunciation makes their speech understandable to others is referred to as pronunciation intelligibility. This entails using intonation, stress patterns, and sounds correctly. In fact, targeted practice and feedback are frequently necessary to improve intelligibility of pronunciation and to improve communication skills in spoken language exchanges (Burns & Claire 2003). Intelligibility in pronunciation has to do with the amount of understanding and comprehension between speakers and listeners. Gilakjani (2017) noted it is crucial to build English conversation skills via real-life scenarios rather than placing pressure on learners.

As it was prior stated, pronunciation is a speaking sub skill that can handle so many aspects of speaking. Even though segmental features deal with the different sounds and combination to produce communication. Suprasegmental features is the main category in which this research is focused on due to the similar facets that share with the Memrise application and how both united can help improving pronunciation.

Segmental features

Parts regarding segmental of speech are different components of spoken language that may be heard audibly in the flow of speech. Abdelrahim (2020) agreed these units include consonants and vowels, which are important parts of spoken communication because they serve as the foundation for word creation and meaning transmission. He agreed a well-pronounced production cannot be achieved if learners do not face sounds of segmental features; the practice of vowels centered on single vowels or diphthongs and voiced and unvoiced consonants.

Suprasegmental features

Suprasegmental features include examining language qualities that extend beyond individual sound segments, such as intonation, stress, accent, and related speech. In conformity with Arias and Potes (2018) highlighted suprasegmental qualities include pitch, stress, and quantity, as well as traits that span many segments. Essentially, suprasegmental qualities go beyond single units and include a variety of aspects in speech production.

They both emphasize the importance of suprasegmental features in supporting effective communication because they allow people to transmit meaning independent of context. As a result, concentrating on suprasegmental characteristics is critical for improving English communication skills since it not only helps with conveying ideas but also improves comprehension of the speaker's goals. Furthermore, Yadgarova (2023) set the categories of the suprasegmental are the following:

Length: The duration or also called “length” refers to the sound span and the time it takes to make it. In several languages, vowels are differentiating by their duration.

Stress: It refers to the fact when we speak, stress is the additional force delivered to a syllable, which consists of loudness, tension, resonance, and muscular effort. In English, accent affects meanings and grammatical functions. It is divided into two groups; word and sentence stress.

Intonation: Intonation has to do with the modulation of pitch in language that occurs at the sentence level straightforward increases or dips in pitch. Thus, it starts with a musical feature to communication, sometimes known as "the music of speech" or "the way the voice rises and falls in pitch during speech."

Pitch / Tone: The pitch is a sound asset that allows a listener to place it on a scale ranging from low to high. In fact, it is recognized as tone, and they are pitch differences that affect word meaning. As mentioned by Arias and Potes (2018), tone refers to the height and change of pitch connected with the pronunciation of syllables or words, which influences their meanings.

Accent: Accent focuses on differences and modifications that affect pronunciation. Arias and Potes (2018) mentioned there are two types of levels of variation: phonological variations, which are related to stages within connected speech, where pronunciation may differ only in intonation patterns, articulation of specific consonants or vowel sounds, and phonetic variations, which refer to differences in the phonetic quality of phonemes.

Learning strategies

Vocabulary learning tactics are divided into five main categories, each targeting a different part of the learning process. Radabi (2016) agreed Schmitt taxonomy vocabulary strategies are showed direct and indirect, and can be classified into five; memory, cognitive, meta-cognitive and determination strategies as direct and social as the indirect strategy.

In the view of Cruz (2010), vocabulary strategies help students with concepts to be learned more effectively and precisely, promoting clearer communication and more seamless interactions. In fact, by gaining proficiency with subject-specific vocabulary is essential in academic contexts for comprehension and active participation in the course content, which improves performance. strategies centered on vocabulary regarding can be taught in two ways; using direct and indirect strategies.

Memory strategy

In order to teach new vocabulary, a variety of memory procedures and approaches can be used. The goals of the lesson, the material to be taught, and the needs of the students all influence the methods that are used in the classroom. Oxford (2003) listed the following as effective remembering techniques: making mental connections, using sounds and pictures, thoroughly studying, and using actions.

This memory strategy helps pupils receive, retain, and recall information by organizing, connecting, and contextualizing new words. To promote memory retention, words are grouped by category and new information is associated with previously learned knowledge. Using visual and auditory processing aids to express words meanings directly, such as pictures, keywords, semantic mapping, and sound representation, helps in vocabulary acquisition. The technique emphasizes frequent review of new content at regular intervals to ensure long-term memory retention. It also combines physical activities through whole physical response, in which pupils reply to orders with physical movements, as well as mechanical techniques such as flashcards to reinforce new language (Oxford, 1990).

Cognitive strategies

Cognitive strategies refer to methods and tactics that people employ in order to efficiently process information. Duanyai et al. (2013) established that teachers may help students improve their speaking abilities by using cognitive methods such recombining, practicing with sound, repeating, and practicing organically in different situations. This is essentially a technique or approach for reaching a goal. A cognitive strategy is a mental process or habit designed to achieve a cognitive goal.

Cognitive methods effectively, using thinking and problem-solving as notable examples; setting a clear objective, such as fixing an issue, and then take precise mental actions to attain it. These phases are actively controlled, and we can frequently define them, allowing

us to evaluate the tactics we employ in a real manner. This strategy entails taking successive actions to achieve a goal and occasionally moving backward to discover a solution. These solutions have the advantage of being adaptable to a wide range of challenges.

Meta-cognitive strategies

Learning a language requires metacognition, which is the reflective awareness of one's own thought and learning processes. Speaking proficiency in particular requires metacognition. It enables students to keep an eye on their communication, pinpoint areas that need work, and modify their strategy accordingly (Thawarom et al, 2022). Metacognitive techniques refer to the practices and methods that help people keep track of and evaluate how well they are doing a cognitive activity over time.

Additionally, students may make questions to themselves during test preparation. Additionally, students who use metacognitive methods are conscious of the cognitive resources at their disposal to accomplish a task. They examine the outcomes of their attempts at problem-solving, keep track of how successful their efforts were, and test, adjust, and assess their learning techniques. Lastly, when comprehension falters, individuals turn to compensatory techniques to reestablish learning and understanding.

Determination strategies

They are strategies used individually to understand word meanings on their own, such as interpreting from context and using cognates in the native language. Based on Schmitt (1997), determination strategies come into play when students independently uncover the meaning of a new word without relying on external assistance.

These are learning techniques that people employ on their own, independent of the knowledge of others, to ascertain the meaning of a new word. Learners can determine a word's meaning by studying reference materials, determining cognates from their first language (L1), or involve learners in works in which work together speculating based on their structural understanding of the language, or deducing meaning from context. These are a few instances of social tactics.

Social strategies

These involve interacting with a variety of people, including classmates, professors, and native speakers in order to help learners communicate successfully, requesting feedback,

collaborate with others, and acquire insights from social situations. Furthermore, social tactics help learners develop cultural awareness and increase their intercultural competency (Belkaya, 2023). Apart from the fundamental inquiries concerning personal information, students have more opportunity to ask questions while working in pairs or small groups.

It is especially helpful for primary and pre-intermediate students. Students learn more effectively the more they speak. The aim of language training should be to create settings that are analogous to real-life interactions. They can find out new information or ask about their classmates' hobbies. A discussion or chat also includes listener response in addition to factual queries. The speaker wants confirmation that their partner comprehended what they said, as well as encouragement in the form of nods or other nonverbal clues.

Compensatory strategies: Strategies in this category are associated with the boundaries of communicating in a foreign language when learners experience vocabulary gaps or memory lapses. However, they can actually communicate by explaining the term or replacing comparable words, by using synonyms, to compensate for the missing of knowledge (Oxford, 2003).

Some compensatory strategies are increased positivity, individuating information, and acknowledgment are some of the compensating tactics covered in the text. Acknowledgment entails identifying the stigma and taking effective action against it. Giving personal details that prioritize one's uniqueness above stereotypes is the main goal of identifying information. To combat negative preconceptions, increased positivity means exhibiting positive actions and attitudes. Stigmatized people use these tactics to lessen prejudice against one another and achieve their goals in social situations.

Affective strategies: It is essential for learners to understand the target language and apply it appropriately. In fact, when they experience emotions and sensations that might affect their learning process and performance, by these learning techniques are said to need effective emotion management (Oxford, 2003).

Moreover, Teng (2023) observed language learning strategies refer to deliberate choices individuals make to enhance their acquisition of a foreign language by using aids to increase motivation such as music by storing, retaining, recalling, and applying information about that language. These strategies encompass cognitive, metacognitive, affective, and social dimensions. Cognitive strategies involve mental processes, while metacognitive strategies focus on self-monitoring and self-regulation. Affective strategies help learners manage their

emotions, motivation, and attitudes, such as reducing anxiety or providing self-rewards and encouragement. Social strategies involve interactions with others to support language learning.

Vocabulary strategies for improving speaking skill

Providing the specific meaning of words: The strategy is the most common used in regular classroom. It seems to be when learners find a word very difficult to understand, the teacher entails to use the target language to explain it. Schmitt (1997), it can be useful if they utilize a virtual dictionary in which provides them the spoken meaning and how it is pronounced. Students might understand the meaning of the word, teacher can assist to their needs, ensuring they learn vocabulary relevant to their interests, goals, and ability level.

The variety of vocabulary in different contexts: Learners might find difficult to remember the meaning of a word once they learned it and it can occur due to the exchange meaning context and the variety of the word in each situations. Over and above that, being explored into different learning activities can increase motivation learning and they, as the time goes by, can actually expand their own knowledge looking out for multiple meaning. Cruz (2010) highlighted the more practice they do using words in various settings, the more likely they are to learn and remember those words.

Using imagery: Students can learn new sounds and patterns of the target language by using imagery in their pronunciation practice and accurate pronunciation is easier for learners to comprehend and repeat when articulatory actions and sound creation are visually represented. Eventually, this method helps with long-term memory, word stress and intonation enhancement, and mastery of challenging sounds (Paudyal, 2023).

Repetitions: It is known that when we practice so many times a word, it turns into easier to remember it. In line with Schmitt (2010), a word which is located in short-term memory, it can go forward long-term memory. This strategy facilitates the path of words from short-term to long-term memory, making them simpler to acquire and use correctly. Eventually, it also enhances vocabulary since it helps learners to become more accustomed and comfortable with it.

Asking teachers for a word meaning: The role of the teacher in class is providing information and fostering students' knowledge. Even though it becomes easier if a teacher states directly, teachers can provide the actual meaning of a word by explaining it in a learning

context of the word and it may vary depending on the meaning. Finally, students could understand the word, the usage and what context it is spoken (Schmitt, 1997).

Word association: When a learner cannot understand or memorize a word, it is essential to looking out for aids that can help students to understand a word. In addition, games or exercises can help learners strengthen their vocabulary such as flashcards that can be associated with the word with a picture for a better comprehension. However, linking a word with a feature that has to do with the meaning of it is vital because it improves fluency by reinforcing the associations between words in their mental lexicon (Prihatini & Arti, 2020).

Reading aloud practice to learners: Reading takes part a fundamental element at the moment of learning new vocabulary centered on oral production and it must do it daily, at least for new learners. Furthermore, Schmitt (1997) pointed out it gives the learners the opportunity to identify specific unknown or new words and having discussions about the book gives them the chance to connect the book to past experiences and knowledge or, in the case of no prior information, to construct background. Eventually, reading aloud makes students speak and tend to solve some learning doubts.

Encourage learners in self/peer activities: The assessor or teacher is not the only person around the class in charge of assessing students. In fact, students themselves are able to assess oneself or with a peer. On top of that, learners are enrolled in pair work in which they have to communicate for diverse reasons; for example, expanding more word meanings helping each. This can be more effective when parents and instructors can assist them explore into new words that will address essential concerns (Rahman & Putri, 2023).

Real-life interactions: It is an essential strategy in order to learn a language and allows to be exposed into a real environment using authentic speech to speak correctly. Stating by Hamid et al. (2023), when learners engage in interactions with their peers, it might be teachers, classmates or adults who practice or are familiarized with the target language, they find out the regular utilization of words and how they are spoken in everyday discourse. Students will acquire more words and their meanings as their spoken language exposure increases.

Entangle learners into language exchange: Hamid et al. (2023) mentioned it is no doubt that the best way of getting new language words is through exponents that share aspect in relation of the taught language. The strategy of engaging learners in language, but in a way more natural and immersive of it. Furthermore, it may be an effective strategy to boost language

as a foreign one by giving a broad and interesting experience that promotes interpersonal interactions, the massive culturality aspects and personal growth.

Pronunciation strategies for improving speaking skill

Recognize and use patterns: Identifying and practicing speech patterns is vital to enhancing English pronunciation in order to improve their articulation and fluency by concentrating on frequent sounds and tough areas such as stress, intonation, and connecting. Oxford (2013) revealed mastering these patterns improves comprehension and communication with native speakers, enhances confidence, and allows for fluent speaking. Finally, regular repetition of these patterns helps from isolated sounds to natural, linked speech, which improves your general pronunciation and communication abilities.

Aiming goals and objectives: When a teacher establishes attainable objectives helps improving pronunciation in an efficient manner. By setting clear goals enables students to concentrate, track their development, and maintain motivation. Furthermore, tracking progress and managing the learning process are made easier by breaking down bigger goals into smaller segments with a timeframe increasing learners' confidence and motivation as they improve their pronunciation (Zahin, 2021).

Monitoring: Pronunciation production comes with huge importance for language learners because it allows them to keep track of their progress, point out areas for development, and modify their approach. Furthermore, frequent monitoring centered on areas that require attention, such as stress and intonation, and guarantees precise and clear articulation. In general, monitoring pronunciation helps students become proficient in the language and achieve good communication (Broos et al., 2016).

Physical responses: Linking sounds to gestures and motions is a useful technique for speakers of other languages to incorporate into their pronunciation practice. As a matter of fact, students are better able to internalize and duplicate target language sounds when they actively participate with their body and improves word stress and intonation, increases motivation and engagement, helps with hard-to-pronounce sounds (Oxford, 2003).

The use of clues: The use of cues in pronunciation practice helps learners discover and grasp particular sounds or patterns in the target dialect. Oxford (2003) agreed these cues, which vary from visual assistance to phonetic transcriptions, help achieve proper articulation.

In fact, incorporating these clues helps learners develop their pronunciation by stressing emphasis, intonation, and connecting for fluent speaking.

Recalling sounds: Guang et al. (2023) pointed out EFL learners can accurate sound generation and identificate them by efficient sound memory storage, which is essential for learning pronunciation. Furthermore, learners who effectively dominate phonetic information are able to produce sounds appropriately and understand spoken language more fully in order to achieve coherent communication in the target language, by improving listening comprehension, and master pronunciation, learners get a better representation of sounds in memory.

Customize the message: Teacher must know how to share the message during pronunciation practice for effective learning. When learners may target specific areas for progress by altering the level of material, vocabulary, and delivery. Eventually, learners tailor exercise through message adaption improves pronunciation and general communication abilities by increasing complexity such as tweaking pace, stress patterns, and intonation helps you grasp the rhythm of the language (Oxford, 2000).

Making positive statements: Oxford (2000) showed positive comments are vital for pronunciation practice in language learning, when a teacher makes affirmations and encourage remarks, help learners gain confidence, enthusiasm, and expertise in correctly articulating sounds. However, it is known to select the correct use of statement to constructive self-talk. This impact may be enhanced by adding upbeat music, which makes pronunciation practice more pleasurable

Asking for clarification: Clarity is key in pronunciation practice so that learners may successfully grasp and improve their pronunciation. However, seeking advice assists learners in precisely replicating sounds, instilling confidence, and cultivating a supportive learning environment, all of which increase clarity and general ability to communicate in the target language (Baradeyah & Farrah, 2017).

1.5 Objectives

1.5.1 General objective

- To determine learners' perspectives on how the Memrise application enhances the speaking skill.

1.5.2 Specific objectives

- To identify the activities from the Memrise application to improve the speaking skill.
- To recognize the different vocabulary strategies to enhance the speaking skill in the EFL classroom.
- To examine the different pronunciation strategies to foster the speaking skill among EFL learners.

1.6 Fulfillment of objectives

The prior objectives were successfully accomplished with the implement of the survey and gathering data regarding the three research question of the current research.

Firstly, the fulfillment of the primary objective required to determine students' perspectives on Memrise to enhance speaking skill. This aimed to verify an application such as Memrise could improve speaking skill by using it. In this sense, it was considered features within the Memrise application to build the main questions in order to affirm a relationship between the app itself and speaking skill.

On the other hand, the second objective was conducted by employing a validated survey among intermediate students at Centro de Idiomas of Universidad Técnica de Ambato. The survey contained three parts: the first section contained seven questions regarding the activities that can be found on Memrise. Furthermore, the Memrise application and the activities were assessed in order to verify if certain elements on Memrise indeed assist students' speaking skill.

Moreover, the third objective was achieved through a survey encompassing nine additional questions related to the subskills of the speaking skill; vocabulary and pronunciation. In this matter, vocabulary was selected to ensure the relationship between the app regarding enhancing speaking skill.

Lastly, the final objective was conducted by nine questions related to the subskill that, in this case, has to do with pronunciation to foster speaking skill. This survey was administered to intermediate students at Centro de Idiomas of Universidad Técnica de Ambato.

CHAPTER II

2.1 Materials

This research was carried out with the participation of various resources including human, physical, and technological assets. Its primary objective was to determine learners' perspective on the effectiveness of the Memrise application via a survey. The participation of intermediate level students enrolled Centro de Idiomas at Universidad Técnica de Ambato was crucial for conducting the survey. Data collection was facilitated through Google Forms, and the research findings were analyzed and presented using SPSS (Statistical Package for Social Science).

2.1.1 Techniques and instruments

For this research, as a technique, a validated survey had to be carried out, with a questionnaire serving as the instrument. For the first variable, this questionnaire was broken into two sections; the first variable was divided into one section, meanwhile the second variable into two sections. Furthermore, the first variable, the Memrise application, includes seven questions pertaining to one-single dimensions. The first are the elements or activities that can be found on the application, which includes word/phrase translation, listening practice, gamification elements, exercise system and Membot. Furthermore, the second variable in this research was a set of eighteen speaking skills questions. This was separated into two dimensions. The first dimension addresses vocabulary strategies related to certain activities that can assist students in the matter of improving speaking skill (i.e the use of images, meaning of words, meaning in different contexts, etc). In addition, the second part was about pronunciation strategies, which included activities to improve students' speaking skill (i.e repetitions, monitoring, physical responses, etc). Saunders (2004) mentioned the use of a survey allows the gathering of massive of data in a successful manner to get into standardized data that can be compared easily. On top of that, a Likert's scale was utilized to show the percentage of each question. Eventually, the research looked out to address three key research questions: What kind of activities from the Memrise application students use to improve the speaking skill? What are different vocabulary strategies to enhance the speaking skill in the EFL classroom? And what are the different pronunciation strategies to foster the speaking skill among EFL learners?

Consequently, it was necessary to validate the survey by five experts in the topic itself who made observation and suggestion once it was rigorously validated. Then, the survey

was applied to intermediate students at Centro de Idiomas and gathered a total of 61 students with an age range from 18 to 22 years old. For the purpose of Cronbach's alpha validation, all of the data was collected. This validation showed an analytical coefficient of 0,934, indicating that the survey was allowed to apply to the target population. Finally, this research aims to determine learners' perspectives on how the Memrise application enhances the speaking skill. The students used technological devices (i.e cellphones, tables, computers, laptops) to fill out the survey.

2.1.2 Population

This research collected data from Universidad Técnica de Ambato students, 61 students from intermediate level of Centro de Idiomas at Universidad Técnica de Ambato. There were 25 men and 36 women between the ages of 18 and 30, all of them were Ecuadorians. Participants, on the other hand, the participants were selected centered on their previous understanding of the English language. In fact, it is a deeply used language that opens up several chances in labor and education, particularly through the use of M-learning applications to develop their language abilities. They also had various technical resources, such as laptops and cellphones.

Table 1

Population

Population	Participants	Percentage
Male	25	41%
Female	36	59%
Total	61	100%

Note: Intermediate-level survey students

2.1.3 Procedure

The research was conducted in consideration of detailing specific aspects, regarding for the two variables and reliable and proved information by authors. This research was encouraged for the gathering of information resources; articles, books and journals for instance, in the same way it was used technological aids such as websites and bookstores provided by Internet; Research Gate, Google Scholar, Springer, and repository from Universidad Técnica de Ambato highlighting the essential use of the Memrise application to ensure the effectiveness and development speaking skill.

The process of searching of information was vital at the creation of the survey, aiming to accomplish the three specific objectives which that covered the information centered on two previous variables. Furthermore, these were taken in consideration to incorporate related topics of them, strategies and the type of survey that was willing to apply. In fact, the three open questions were added in order to the target population shared valuable ideas to the current research.

The survey was effectuated to a process of validation to determine its reliability and, of course, prove it. It was carried out a pilot test with ten participants who successfully complete the survey. Fortunately, the collected answers were checked by using Statistical Package Software (SPSS) to affirm the results scoring a value of 0,934 in Cronbach's alpha coefficient, which served as an elevated reliability of the main survey and it toiled to apply it to the selected population. After concluding the validation phase, the survey was provided to the B1/ intermediate students explaining a brief explanation of the topic in general, variables, objectives to be accomplished with the three research questions in order to they had a well-understanding of what they survey was about. Eventually, the students completed the survey by scanning a QR code. The due time of answering was 15 minutes to seek for different perspective on the three research questions showing personal and individual experience.

The data that was collected was deeply analyzed on the SPSS program, following by the creation of tables in which the item and the mean of each one was added looking out for the reability. Finally, the results fomented to the affirmation of the knowledge of the different Memrise application activities and what specific strategies must be implemented regarding vocabulary and pronunciation to enhance speaking skill in the EFL classroom. Plus, the bibliographic research aimed to confirm the credibility of the study fulfilling the survey and the prior analysis.

2.2 Methodology

2.2.1 Bibliographic research

The research study relies on other people's work to have a better knowledge of what is known and unknown. Then this research was bibliographic. As a result, using scholarly literature was required to gain background knowledge on previous studies. According to Smith et al. (2019), bibliographical research is a crucial instrument for carrying out literature reviews, historical analyses, and theoretical explorations. It enables researchers to review and analyze a diverse range of sources, such as books, journal articles, reports, and archive materials, in order

to have a thorough grasp of the research issue. In this case, the online library provided by Universidad Técnica de Ambato was utilized to search reliable information from authors who advocated the use of the Memrise application to improve speaking skill.

2.2.2 Descriptive research

A descriptive method was used in the research, which is a straightforward way to describe things in terms of events and conditions. In this regard, Taherdoost (2022) revealed descriptive research seeks to either define individuals' viewpoints or study the link between things through a systematic examination. Its major goal is to provide a full and precise depiction of the subject under study. Beyond that, Clark (2019) revealed descriptive research is frequently used to answer questions such as "what," "who," "where," "when," and "how," rather than demonstrating causal relationships, as shown in experimental or correlational investigations. Researchers performing descriptive studies often collect data using surveys, observations, content analysis, and content coding. The goal is to summarize and organize the information acquired, resulting in a thorough overview of the research topic. Furthermore, descriptive research provides a thorough evaluation of the subject, which is useful for guiding future studies, legislation, and strategic planning in a variety of sectors including social sciences, marketing, healthcare, and education. It serves as a necessary basis for more in-depth research or decision-making processes, ensuring an accurate and balanced portrayal of the subject at hand.

Research questions

- What kind of activities from the Memrise application students use to improve the speaking skill?
- What are different vocabulary strategies to enhance the speaking skill in the EFL classroom?
- What are the different pronunciation strategies to foster the speaking skill among EFL learners?

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

The current chapter presents the analyzed data, aiming to answer the three research questions based on the study's objectives. It includes the results obtained from the survey. The data was processed using SPSS to calculate the mean in order to tabulate the gathered results.

1. What kind of activities from the Memrise application students use to improve the speaking skill?
2. What are different vocabulary strategies to enhance the speaking skill in the EFL classroom?
3. What are the different pronunciation strategies to foster the speaking skill among EFL learners?

Table 2

Activities of Memrise

Item	Mean
I learn better when my teacher shows me different pictures or stories	3,84
I like to learn English when I can select my own schedule	3,74
I like to play games in which I can earn marks every time to see my language improvement	3,39
I practice word and phrase translation activities to improve my pronunciation and vocabulary when I practice in platforms like Memrise	3,38
I like to play games in which I have to pass through levels to improve pronunciation and understanding	3,36
I like to use chatbots to improve my pronunciation skill	3,25
I listen to different audios from proficient speakers in which they pronounce words and phrases to improve my pronunciation	2,97

Note: The following scales were used to estimate the measures: 1. Always, 2. Often, 3. Sometimes, 4. Rarely, and 5. Never

Analysis and interpretation

Research question: What kind of activities from the Memrise application students use to improve the speaking skill?

The results obtained of the study showed that learners essentially have a significant improvement of the language in they are involved in. Activities such as stories and pictures are

showed to get a huge effectiveness in speaking skill for granted. These activities provides texts that makes students understand a specific topic with the adding of pictures to analyze and comprehend in an easier way the context of them as the most rated item with a mean of 3,84. Additionally, learners seemed to be more interested in gamifications elements in which they cannot feel bored and turns learning into something that is enjoyable regarding its aspects leading to increase motivation to look out for self-improvements conveying a mean of 3,39. In fact, learners used a pass-through-levels mode to seek their own improvements in which they can see their daily score and figure out what can be done better each day and improve pronunciation as days go by, scoring a mean of 3,36. However, learners are not highly interested in learning English language with authentic aids such as listening to native speakers to get a get a new vocabulary knowledge and pronunciation matters with the mean of 2,97. To sum up, they do not use it to improve their speaking skill.

Based on the prior results, it can be measured that the majority of the learners preferred pictures and stories to a better learning outcome rather than listening to speakers with a higher English level that became the least and less used by them. It can be believed EFL learners found it difficult at listening due to the complexity of a speaker oral production and it may be difficult if students do not know how a words or phrase is written. In spite of listening matters, implementing stories and words are useful and easier to understand with the facility of introducing new words literally through texts or pictures.

Table 3

Learning strategies for vocabulary

Item	Mean
I like it when my teacher uses pictures to help me use new vocabulary in the English language	4,10
I like it when my teacher tells me how to use a word in a sentence	4,05
When I am interested in knowing a new word, I like to ask my friend if he/she knows the meaning	3,97
I read aloud when I want to improve my pronunciation and learn new vocabulary	3,82
I learn more words and their meanings by talking with people who speak the language well	3,75
I practice new words many times to remember and use them correctly	3,74

When I do not know the meaning of a word, my teacher helps me telling me the meaning of it using English	3,67
I feel more motivated to learn English when I role-play different situations	3,56
I like to talk to native speakers to expand my vocabulary knowledge	3,44

Note: The following scales were used to estimate the measures: 1. Always, 2. Often, 3. Sometimes, 4. Rarely, and 5. Never

Analysis and interpretation

Research question: What are different vocabulary strategies to enhance the speaking skill in the EFL classroom?

The study inferred the strategies for acquiring vocabulary learners used the most regarding the improvements of speaking skill. In fact, the analysis covered that one of the strategies useful to get new knowledge of vocabulary is the use of imagery. This strategy assists learners in an authentic and flexible way, making new words learning more understandable with no pressure getting a 4,10 as a mean. However, it is relatable to ask teachers questions for new words meaning, but learners also preferred to ask learning peers if they had any doubt of a certain topic. EFL learners are fascinated in being involved in the language when they are around with people that can provide confidence each other such as friends leading a mean of 3,97. Moreover, learners enjoyed to learn when some of their relatives speak English with a mean of 3,75, friends or classmates who can get along with gave the impression of being essential in EFL classrooms due to the interactivity inside of it. Nevertheless, role-plays are commonly used by some learners to increase motivation and make them participate in specific situations with different context with a mean of 3,56. Lastly, learners are not used to talk with native speakers to expand new words showing 3,44 as a mean, suggesting they do not feel in confidence when they talk to unknown people even though if it is for good.

The analysis of the results showed that EFL learners feel more motivated when the teacher is intended to solve students' needs stating a word in a directly form and being around with friends or kin. Getting new words through speaking asks for being involve in the language with activities that can make them speak. It appeared to be role-plays or talk to native speakers more challenging than usual tasks, learners prefer to talk to people who they have confidence with. Futhermore, encouraging students to talk in class may increase confidence and get them participate in activities that require oral production regarding acquiring new words.

Table 4*Learning strategies for pronunciation*

Item	Mean
I like it when my teacher makes me remember how sounds are pronounced	4,21
My teacher checks the whole class in case any classmate pronounces a word incorrectly	4,03
My teacher makes me practice sounds like stress and intonation to improve my pronunciation	4,02
I understand the correct pronunciation of words when my teacher makes me practice using body movements	3,95
I find it helpful when the teacher adjusts the practice materials to match my learning needs	3,90
My teacher uses different examples to make me understand how to pronounce words	3,89
When I do not pronounce a word correctly, my teacher tells me positive comments to help me enjoy the pronunciation practice	3,84
I feel motivated when my teacher sets clear goals in class to improve my pronunciation	3,72
When I do not understand something, I ask my teacher for advice to understand how to make sounds correctly	3,67

Note: The following scales were used to estimate the measures: 1. Always, 2. Often, 3. Sometimes, 4. Rarely, and 5. Never

Analysis and interpretation

Research question: What are the different pronunciation strategies to foster the speaking skill among EFL learners.

Apparently, learners demonstrated a huge impact regarding speaking skill through repetitions with the help of teachers, scoring a mean of 4,21 which became the most strategy used in the entire survey. Furthermore, learners showed a better efficiency when the teacher is around the class maintaining any of the learners cannot make mistakes and correct them to get a well-pronounced word by a mean of 4,03. Likewise, learners were capable of getting the correct pronunciation of a word if they move their body for learning matters that can help pronouncing words taking into consideration a word stress for instance, scoring 3,95 as a mean. Learning was more enjoyable when the teacher states comments that can allow learners to keep up on practicing and increase motivation, EFL learners preferred teachers avoid judging and provide positive statements in order to do not feel low if a mistake is made with a mean of 3,84 as a result. Eventually, getting an advice for learning improvements were not very welcomed

for learners scoring a mean of 3,67, highlighting a simple advice cannot handle with a pronouncing need that, in fact, must be practiced.

Based on the results, most of the learners found it easy to repeat a word in a correctly form if there is a teacher to help them to improve pronunciation to get improvement of speaking skill. It is thought that teacher has a big role and works a guide to solve student's problems that can be presented in class and in terms of learning, realizing what they are pronouncing wrong and correct them. Even though teachers did help in class for specific matters, a quantity of students preferred not to ask teacher to an in-depth clarification or advice for pronunciation improvements. It is assumed learners feel afraid of being judged by other or teacher that cannot allow them to speak due to the lack of interaction around class.

3.2 Discussion

The current research declared to seek to the students' perspective of the Memrise application in the improvement of speaking skill. The results and analysis obtained after applying a survey has demonstrated that students have a positive effect on Memrise and the effectiveness to improve speaking skill. Moreover, it was also discussed in depth the strategies regarding vocabulary and pronunciation for having successful outcomes that has to do with the speaking skill.

Question 1: What kind of activities from the Memrise application students use to improve the speaking skill?

The research has indicated that the majority of learners are really into gamification elements to maintain motivation in the classroom regarding the Memrise application; level-pass mode (i.e a variety of activities are showed based on learners' progress) with day-by-day rank (i.e the learners scoring done every day in each activity) and using pictures (i.e engage learners to facilitate further learning). The principal reason why learners preferred getting engaged into games that keep students interested is because they are in touch with technology in which they can find a lot of aids to learn. In conjunction with it, Izah (2019) revealed by using pictures makes the process of learning more flexible and not boring. In this sense, Hanus and Fox (2015) truly proved gamification elements can enhance motivation. They showed game can develop problem solving skills through a mechanic system of rules that encourages active interesting and self-discovery.

Thus, Memrise can be a source of motivation for certain students in acquiring vocabulary. Walker (2016) asserted the encouragement interactivity and active student

participation in the learning process to promote motivation. Supplementarily, it was observed by Azizi and Masoud (2018), those students aspiring for a deeper understanding of already learned words may find it beneficial to see the target word defined in English. Thus, using an app like Memrise autonomously outside the-class can increase students' exposure to the language, providing them with more practice and learning opportunities (Hooper et al, 2018)

It was discovered that quarter of students preferred not to listen to audios to improve speaking skill and it seemed that they could find it very difficult to understand or find new words that they were not familiar with. On the other hand, Athoillah (2022) students can build abilities; such as by providing them with opportunities to practice in authentic settings. Another point, attending events, becoming involved in extracurricular activities, and speaking with English speakers can give students real-world experience that is not possible in a classroom (Prima and Tampubolon, 2021).

Question 2: What are different vocabulary strategies to enhance the speaking skill in the EFL classroom?

Based on the results, the different strategies used the most in EFL classroom by students indeed enhanced the speaking skill in a certain manner such as the use of imagery (i.e assist learners to figure a mental picture in their mind about something) and self/peer activities (i.e. a method of providing feedback to enhance students' learning through classroom engagement). Relating to Schmitt (2010), the different vocabulary strategies to improve speaking skill are divided in five; mental, cognitive, meta-cognitive, determination and social strategies in which refers to strategies for specific outcomes; such as meaning of words, vocabulary in different contexts, imagery, repetitions self/peer activities and roleplays. Likewise, Paudyal (2023), the use of imagery in class can assist students to a deep understand in the fact of learning new vocabulary or phrases. When a learner cannot understand or memorize a word, it is essential to looking out for aids that can help students to understand a word. Concerning to this, Nuralisah and Kareviati (2020) alluded to students can learn new sounds and patterns of the target language by using imagery in their pronunciation practice and accurate pronunciation is easier for learners to comprehend and repeat when articulatory actions and sound creation are visually represented. Eventually, this strategy helps with long-term memory, word stress and intonation enhancement, and mastery of challenging sounds Paudyal (2023). Moreover, games or exercises can help learners strengthen their vocabulary such as flashcards that can be associated with the word with a picture for a better

comprehension. However, linking a word with a feature that has to do with the meaning of it is vital because it improves fluency by reinforcing the associations between words in their mental lexicon (Prihatini & Arti, 2020).

In fact, in terms of acquiring new knowledge, it is highly the odds of practicing or knowing new words when they talk to friends who are into the language the same manner as them. It causes the increasement of motivation and participation around the class instead of having people who of couse are mastered in the language but they are still unknown to get used by learners. In this regard, Rahman and Putri (2023) aimed that the teacher is not the only person around the class in charge of assessing students. In fact, students themselves are able to assess oneself or with a peer. Over and above that, learners are enrolled in pair work in which they have to communicate for diverse reasons; for example, expanding more word meanings helping each. This can be more effective when parents and instructors can assist them explore into new words that will address essential concerns.

Nevertheless, it showed that performing different scenarios by roleplaying or introducing language exchange did not fit in students' interest due to the complexity that these activity comes with; memorizing phrases or mirror situations that they have never been to before. As it was noted by Hamid et al. (2023), when learners engage in interactions with their peers, it might be teachers, classmates or adults who practice or are familiarized with the target language, they find out the regular utilization of words and how they are spoken in everyday discourse.

Question 3: What are the different pronunciation strategies to foster the speaking skill among EFL learners?

Considering the results, it was known that the pronunciation strategies that the majority of the students advocated were remembering (i.e the steps of reviving or bringing to awareness about prior events, experiences, or information) and monitoring (i.e checking students become proficient in the language and achieve good communication). In this sense, Oxford (1990) pointed out the pronunciation strategies are divided into six; mental, cognitive, meta-cognitive social, affective and compensatory strategies in which some strategies as recognize and use patterns, monitoring, physical responses, and asking for clarification are used. The students preferred the teacher pronounced phrases or word in order to they can repeat them and if a mistake is committed (Broos et al. ,2016). In this context, Duanyai and Tonkanya (2013) agreed the teacher indeed shows them how words are pronounced with fomenting

motivation with no judgement in the learning environment. EFL learners can accurately generate and identify sounds by efficient sound memory storage, which is essential for learning pronunciation. Furthermore, Gilakjani (2017) declared that learners who effectively process phonetic information are able to produce sounds appropriately and understand spoken language more fully in order to achieve coherent communication in the target language, by improving listening comprehension, and mastering pronunciation, learners get a better representation of sounds in memory.

Regarding recalling words that can work to improve pronunciation, teachers' monitoring was vital to improve pronunciation and avoid future mistakes. In the sense of Baradeyah and Farrah (2017), the students feel more comfortable asking for corrections and clarification in a certain way in which the teacher can encourage them to participate and create learning engagement between both of them. In supporting of it, Broos et al. (2016), pronunciation production comes with huge importance for language learners because it allows them to keep track of their progress, point out areas for development, and modify their approach. As a further matter, frequent monitoring centered on areas that require attention, such as stress and intonation, and guarantees precise and clear articulation by monitoring pronunciation that helps students become proficient in the language and achieve good communication (Hamid et al., 2013).

In spite of them, some students have advocated asking for advice might not be helpful and effective as recalling and repeating for learning. It is considered that the simplicity of it cannot allow students to foster speaking skill because with no learning process, the odds of getting improvements in the English language is nearly impossible (Baradeyah & Farrah, 2017). It showed this aspect in pronunciation is a key to practice so learners may successfully grasp and improve their pronunciation. However, Gkomptzia (2024) argued seeking advice assists learners in precisely replicating sounds, instilling confidence, and cultivating a supportive learning environment, all of which increase clarity and general ability to communicate in the target language.

CHAPTER IV

Conclusions and recommendations

4.1 Conclusions

Regarding the specific objectives indicated in the research, the conclusions drawn are the presented:

Memrise, as a m-learning application to enhance English language skills, has proven that comes with a tremendous impact on students' perspective in enhancing speaking skill. It was showed the most popular activities used were the use of gamification elements; such as level-pass mode (i.e a variety of activities are showed based on learners' progress), day-by-day rank (i.e the learners scoring done every day in each activity) and using pictures (i.e engage learners to facilitate further learning). Memrise was be used as a mean to increase learning motivation and develop speaking skill such as vocabulary through elements derived through activities by exposing language practicing. In fact, gamification elements can enhance motivation through games that can develop problem solving skills through a mechanic system of rules that encourages active interesting and self-discovery with the use of imagery

Furthermore, regarding vocabulary strategies to enhance speaking skill. Learners preferred certain strategies that have to do with vocabulary aspects; such as the use of imagery (i.e assist learners to figure a mental picture in their mind about something) and self/peer activities (i.e. a method of providing feedback to enhance students' learning through classroom engagement) that had indicated the most effective to improve speaking skill. Students may easily explore any area of study or topic focusing of discovering new words, easing their path to becoming proficient English as a second language learners.

Eventually, pronunciation seemed to be the more complex aspect of the research but remembering (i.e the steps of reviving or bringing to awareness about prior events, experiences, or information) and monitoring (i.e checking students become proficient in the language and achieve good communication) were the most effective strategy that can work on student's needs. It was considered repetitions is crucial in EFL classrooms. Also, the ability of repeating a word creates a space where students can learn at individual pace guided by teachers.

4.2 Recommendations

To contribute to determine learners' perspectives on how the Memrise application enhances the speaking skill, the following recommendations are put forth at the culmination of this research project:

Adding the Memrise application to improve speaking skill in the English language. It is completely clear from the results of the survey that implementing the Memrise application in traditional classes can be very useful to seek effective in oral production. By applying it, students cannot feel frustrated at the time they are learning something new due to the game-pictured and level up features. These complements can be added as a lead-up before introducing a new topic or perhaps, tasking learners through Memrise activities to check out for improvements in a language class in order to not feel afraid to speak and enhancing speaking skill.

Implementing the use of imagery with words on and work teams can be useful to learners to understand. The use of showing flashcards to learn a new word can assist learners to get a word, what is the meaning of it and what or who looks like. Furthermore, its effectiveness can be seen more obvious when it is practiced on students who are new in learning a language. On top of that, implementing self and peer activities comes with the necessity of speaking around the class. Learners are confident to speak to someone who gets along with suggesting a huge speaking improvement and interaction around the class.

As a final recommendation, taking into consideration the pronunciation strategies. Learners found repetitions and monitoring as a mean of improving pronunciation and speaking skill. This allows learners to practice with no pressure, maintaining a classroom at pace with the help of a teacher at the same time. Learners feels more confident at pronouncing in a choired way. Finally, with a monitoring given by the teacher can be essential in class; it permits learners keep on working with no interruptions, looking out for mistakes that learners committed and correct them to facilitate a better acquisition of the language with growth proficiency to aim speaking skill ability.

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ANNEXES

Annex 1: Commitment letter

CARTA DE COMPROMISO

Ambato 05 de marzo de 2024

Doctor
Marcelo Núñez
Presidente
Unidad de Titulación
Facultad de Ciencias Humanas y de la Educación.

Yo, Mg. Miryan Consuelo Salazar Tobar en mi calidad de **DIRECTORA DEL CENTRO DE IDIOMAS** de la Universidad Técnica de Ambato, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el tema **MEMRISE AND SPEAKING SKILL** propuesto por el estudiante Oña Endara Dany Alexander, portador de la cc 0550267892 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente,

Lcda. Miryan Consuelo Salazar Tobar
DIRECTORA DEL CENTRO DE IDIOMAS



Annex 2: Cronbach's alfa validation

Reliability Statistics

Cronbach's Alpha	N of terms
.934	25

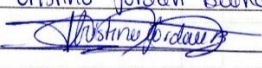
Note: Cronbach's Alpha Validity

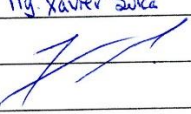
Annex 3: Experts validation

Validated by: <u>Dra. Haysa Chumbe Cáceres</u>	ID: <u>1802696458</u>	Date: <u>27/05/2024</u>
Signature: 	Email: <u>elsamchumbe@uta.edu.ec</u>	
Place of work: <u>Universidad Técnica de Ambato</u>	Academic degree: <u>Magister</u>	
Note. Revised and approved in Curricular Organization Unit March 20 th , 2024		

Validated by: <u>Mg. Derys Cumbre</u>	ID: <u>1803694369</u>	Date: <u>27/05/2024</u>
Signature: 	Email: <u>dm.cumbre@uta.edu.ec</u>	
Place of work: <u>UTA</u>	Academic degree: <u>Magister in TEFL</u>	
Note. Revised and approved in Curricular Organization Unit March 20 th , 2024		

Validated by: <u>Mg. Albaltemandez</u>	ID: <u>1803691029</u>	Date: <u>29-05-2024</u>
Signature: 	Email: <u>alba.phernandez@uta.edu.ec</u>	
Place of work: <u>UTA</u>	Academic degree: <u>Magister</u>	
Note. Revised and approved in Curricular Organization Unit March 20 th , 2024		

Validated by: <u>Cristino Jordán Buenaño</u>	ID: <u>1804010500</u>	Date: <u>29/05/2024</u>
Signature: 	Email: <u>cristinodjordanb@uta.edu.ec</u>	
Place of work: <u>U.T.A</u>	Academic degree: <u>Magister</u>	
Note. Revised and approved in Curricular Organization Unit March 20 th , 2024		

Validated by: <u>Mg. Xavier Suka</u>	ID: <u>1802447548</u>	Date: <u>27-05-2024</u>
Signature: 	Email: <u>manudxsuka@gmail.com</u>	
Place of work: <u>UTA</u>	Academic degree: <u>Magister</u>	
Note. Revised and approved in Curricular Organization Unit March 20 th , 2024		

Annex 4: Aiken validation

		J1	J2	J3	J4	J5	Media	DE	V Aiken	Interpretación de la V
ITEM 1	Relevancia	4	4	4	4	4	4	0,00	1,00	Valido
	Pertinencia	4	4	4	4	4	4	0,00	1,00	Valido
	Claridad	4	4	4	4	4	4	0,00	1,00	Valido
ITEM 2	Relevancia	4	4	4	4	4	4	0,00	1,00	Valido
	Pertinencia	4	4	4	4	4	4	0,00	1,00	Valido
	Claridad	4	4	4	4	4	4	0,00	1,00	Valido
ITEM 3	Relevancia	4	4	4	4	4	4	0,00	1,00	Valido
	Pertinencia	4	4	4	4	4	4	0,00	1,00	Valido
	Claridad	4	4	4	4	4	4	0,00	1,00	Valido
ITEM 4	Relevancia	4	4	4	4	4	4	0,00	1,00	Valido
	Pertinencia	4	4	4	4	4	4	0,00	1,00	Valido
	Claridad	4	4	4	4	4	4	0,00	1,00	Valido
ITEM 5	Relevancia	4	4	4	4	2	3,6	0,89	0,87	Valido
	Pertinencia	4	4	4	4	2	3,6	0,89	0,87	Valido
	Claridad	4	4	4	4	2	3,6	0,89	0,87	Valido
ITEM 6	Relevancia	4	4	4	4	4	4	0,00	1,00	Valido
	Pertinencia	4	4	4	4	3	3,8	0,45	0,93	Valido
	Claridad	4	4	4	4	4	4	0,00	1,00	Valido
ITEM 7	Relevancia	4	4	4	4	4	4	0,00	1,00	Valido
	Pertinencia	4	4	4	4	3	3,8	0,45	0,93	Valido
	Claridad	4	4	4	4	4	4	0,00	1,00	Valido
ITEM 8	Relevancia	4	4	4	4	4	4	0,00	1,00	Valido
	Pertinencia	4	4	4	4	4	4	0,00	1,00	Valido
	Claridad	4	4	4	4	4	4	0,00	1,00	Valido
ITEM 9	Relevancia	4	4	4	4	2	3,6	0,89	0,87	Valido
	Pertinencia	4	4	4	4	2	3,6	0,89	0,87	Valido
	Claridad	4	4	4	4	2	3,6	0,89	0,87	Valido
ITEM 10	Relevancia	4	4	4	4	2	3,6	0,89	0,87	Valido
	Pertinencia	4	4	4	4	3	3,8	0,45	0,93	Valido
	Claridad	4	4	4	4	3	3,8	0,45	0,93	Valido
ITEM 11	Relevancia	4	4	4	4	4	4	0,00	1,00	Valido
	Pertinencia	4	4	4	4	4	4	0,00	1,00	Valido
	Claridad	4	4	4	4	4	4	0,00	1,00	Valido
ITEM 12	Relevancia	4	4	4	4	4	4	0,00	1,00	Valido
	Pertinencia	4	4	4	4	4	4	0,00	1,00	Valido
	Claridad	4	4	4	4	4	4	0,00	1,00	Valido
ITEM 13	Relevancia	4	4	4	4	2	3,6	0,89	0,87	Valido
	Pertinencia	4	4	4	4	3	3,8	0,45	0,93	Valido
	Claridad	4	4	4	4	3	3,8	0,45	0,93	Valido
ITEM 14	Relevancia	4	4	4	4	4	4	0,00	1,00	Valido
	Pertinencia	4	4	4	4	4	4	0,00	1,00	Valido

	<i>Claridad</i>	4	4	4	4	4	4	0,00	1,00	Valido
ITEM 15	<i>Relevancia</i>	4	4	4	4	4	4	0,00	1,00	Valido
	<i>Pertinencia</i>	4	4	4	4	4	4	0,00	1,00	Valido
	<i>Claridad</i>	4	4	4	4	4	4	0,00	1,00	Valido
ITEM 16	<i>Relevancia</i>	4	4	4	4	4	4	0,00	1,00	Valido
	<i>Pertinencia</i>	4	4	4	4	4	4	0,00	1,00	Valido
	<i>Claridad</i>	4	4	4	4	4	4	0,00	1,00	Valido
ITEM 17	<i>Relevancia</i>	4	4	4	4	4	4	0,00	1,00	Valido
	<i>Pertinencia</i>	4	4	4	4	4	4	0,00	1,00	Valido
	<i>Claridad</i>	4	4	4	4	4	4	0,00	1,00	Valido
ITEM 18	<i>Relevancia</i>	4	4	4	4	4	4	0,00	1,00	Valido
	<i>Pertinencia</i>	4	4	4	4	4	4	0,00	1,00	Valido
	<i>Claridad</i>	4	4	4	4	4	4	0,00	1,00	Valido
ITEM 19	<i>Relevancia</i>	4	4	4	4	4	4	0,00	1,00	Valido
	<i>Pertinencia</i>	4	4	4	4	4	4	0,00	1,00	Valido
	<i>Claridad</i>	4	4	4	4	4	4	0,00	1,00	Valido
ITEM 20	<i>Relevancia</i>	4	4	4	4	4	4	0,00	1,00	Valido
	<i>Pertinencia</i>	4	4	4	4	4	4	0,00	1,00	Valido
	<i>Claridad</i>	4	4	4	4	4	4	0,00	1,00	Valido
ITEM 21	<i>Relevancia</i>	4	4	4	4	4	4	0,00	1,00	Valido
	<i>Pertinencia</i>	4	4	4	4	4	4	0,00	1,00	Valido
	<i>Claridad</i>	4	4	4	4	4	4	0,00	1,00	Valido
ITEM 22	<i>Relevancia</i>	4	4	4	4	4	4	0,00	1,00	Valido
	<i>Pertinencia</i>	4	4	4	4	4	4	0,00	1,00	Valido
	<i>Claridad</i>	4	4	4	4	4	4	0,00	1,00	Valido
ITEM 23	<i>Relevancia</i>	4	4	4	4	4	4	0,00	1,00	Valido
	<i>Pertinencia</i>	4	4	4	4	4	4	0,00	1,00	Valido
	<i>Claridad</i>	4	4	4	4	4	4	0,00	1,00	Valido
ITEM 24	<i>Relevancia</i>	4	4	4	4	4	4	0,00	1,00	Valido
	<i>Pertinencia</i>	4	4	4	4	4	4	0,00	1,00	Valido
	<i>Claridad</i>	4	4	4	4	4	4	0,00	1,00	Valido
ITEM 25	<i>Relevancia</i>	4	4	4	4	4	4	0,00	1,00	Valido
	<i>Pertinencia</i>	4	4	4	4	4	4	0,00	1,00	Valido
	<i>Claridad</i>	4	4	4	4	4	4	0,00	1,00	Valido

Annex 5: Survey

Survey available upon request

Annex 6: Turnitin report



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CHAPTER 1

THEORETICAL FRAMEWORK

1.1 Research background

English, a widely spoken global language, plays a pivotal role in connecting individuals worldwide, facilitating communication across diverse cultures and nations. Salim et al. (2023) states the effective communication in English relies not only on vocabulary and grammar but also on clear speaking and accurate pronunciation. Pronunciation encompasses the correct articulation of sounds, stress patterns, and intonation. Mastering pronunciation enhances comprehension and ensures one's message is conveyed accurately. Nevertheless, Jones (2019) addresses speaking skills, articulating the positive outcomes of English proficiency and actively benefits of enhancing participating in global conversations with accuracy and competence. Learning a second language encompasses enhancing skills in oral communication, listening, reading comprehension, and writing. Emphasizing pronunciation within oral communication is particularly crucial in language instruction. According to Lopez et al. (2021), this is an important skill that needs to be practiced. Ecuador currently steps in this position by EF due to the lack of English class in schools unlike the study of using Spanish instead of the L2 which is English. This creates students not using the target language that, in fact, do not let people communicate. Castillo (2011) mentioned that the main goal of the curriculum of Ecuador given by Ministerio de Educación goes to the need of preparing Ecuadorians for a world that is actually globalized in terms of communication. Even though, it is clear that the goals it has set, there are no development until now or even more, a real importance of change methodologies that are worked out. El Universo (2020) mentioned Ecuador has the worst English level according to the international ranking published by EF Education First (EF), a for-profit global educational company that offers language learning programs.

Belbin and Freeman, all of the information to support this research has been investigated and collected were taken by websites that are worthy and reliable ones such as Google Scholar, repositories from a variety of universities, ResearchGate which contained articles and journals that was helpful due to the relevant and on-going information and to cover



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