

A Descriptive Analysis of Students' Perceptions In Using The Memrise Application for Vocabulary Learning

Nayoga Wiradita¹, Bungsi²

^{1,2} English Education Study Program, Universitas Aisyah Pringsewu, Lampung, Indonesia

nayogawiradita038@gmail.com

Article Information

Article History:

Received June 30, 2026

Revised July 25, 2026

Accepted August 15, 2026

Abstract

Vocabulary mastery is a fundamental component of English language learning that underpins the four language skills. Many EFL students experience difficulties due to limited exposure, low motivation, and monotonous teaching methods. This study aimed to describe students' perceptions of the use of the Memrise application for vocabulary learning, identify perceived barriers, and explore its influence on students' interest and motivation.

A descriptive qualitative design was employed, involving 30 students from class XI.9 at SMA Negeri 1 Gadingrejo, selected through the Slovin formula and purposive sampling. Data were collected through questionnaires using a five-point Likert scale, semi-structured interviews with three purposively selected students, classroom observations, and documentation, which were then analyzed using thematic analysis.

The findings revealed four major themes. Students perceived Memrise as easy to use, with agreement levels ranging from 66.7% to 86.6%. They also found the application enjoyable and useful for vocabulary learning, particularly its audio feature, which received the highest agreement rate (96.7%). Furthermore, Memrise enhanced students' interest and motivation to learn independently. Although unstable internet connectivity was identified as the primary barrier, it did not significantly affect students' overall positive perceptions.

In conclusion, Memrise was positively perceived as an easy-to-use, engaging, and effective tool for supporting vocabulary learning and promoting autonomous learning among EFL students.

Keywords: Students' Perception; memrise Application; Vocabulary Learning; Digital Game-Based Learning

Corresponding Author:

Nayoga Wiradita

Email: nayogawiradita038@gmail.com

om



This is an open access article under the [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/) license.

Abstrak

Penguasaan kosakata merupakan komponen fundamental pembelajaran bahasa Inggris yang mendasari keempat keterampilan berbahasa. Banyak siswa EFL mengalami kesulitan karena paparan yang terbatas, motivasi rendah, dan metode pengajaran yang monoton. Studi ini bertujuan untuk mendeskripsikan persepsi siswa tentang penggunaan aplikasi Memrise untuk pembelajaran kosakata, mengidentifikasi hambatan yang dirasakan, dan mengeksplorasi pengaruhnya terhadap minat dan motivasi siswa.

Penelitian ini menggunakan desain kualitatif deskriptif yang melibatkan 30 siswa kelas XI-9 di SMA Negeri 1 Gadingrejo, yang dipilih melalui rumus Slovin dan pengambilan sampel bertujuan. Data dikumpulkan melalui kuesioner menggunakan skala Likert lima poin, wawancara semi-terstruktur dengan tiga siswa yang dipilih secara bertujuan, observasi kelas, dan dokumentasi, yang kemudian dianalisis menggunakan analisis tematik.

Temuan mengungkapkan empat tema utama. Siswa menganggap Memrise mudah digunakan, dengan tingkat persetujuan berkisar antara 66,7% hingga 86,6%. Mereka juga menganggap aplikasi ini menyenangkan dan bermanfaat untuk pembelajaran kosakata, khususnya fitur audionya, yang menerima tingkat persetujuan tertinggi (96,7%). Lebih lanjut, Memrise meningkatkan minat dan motivasi siswa untuk belajar secara mandiri. Meskipun konektivitas internet yang tidak stabil diidentifikasi sebagai hambatan utama, hal itu tidak secara signifikan memengaruhi persepsi positif siswa secara keseluruhan.

Kesimpulannya, Memrise dinilai positif sebagai alat yang mudah digunakan, menarik, dan efektif untuk mendukung pembelajaran kosakata dan mendorong pembelajaran mandiri di kalangan siswa EFL.

Kata Kunci: Persepsi Siswa; Aplikasi Memrise; Pembelajaran Kosakata; Pembelajaran Berbasis Game Digital

I. INTRODUCTION

English has become an essential international language in the era of globalization and digital communication. It serves as the primary medium for accessing scientific knowledge, international publications, technology, and cross-cultural communication. Consequently, English proficiency is increasingly regarded as an important competency for students, particularly in countries where English is taught as a foreign language (EFL), including Indonesia. The

Indonesian education curriculum emphasizes the development of students' communicative competence through the integration of listening, speaking, reading, and writing skills. However, the successful development of these language skills depends largely on learners' vocabulary knowledge, which functions as the foundation for language comprehension and production.

Vocabulary plays a fundamental role in second and foreign language learning because it enables learners to understand messages and express ideas accurately. Learners with sufficient vocabulary knowledge are more capable of comprehending written and spoken texts, participating in classroom communication, and producing meaningful spoken and written language. Conversely, inadequate vocabulary knowledge often prevents learners from understanding learning materials and expressing their ideas effectively. Nation (2020) argues that vocabulary knowledge is indispensable for successful language comprehension and production because it directly affects learners' ability to interpret and communicate meaning. Therefore, vocabulary mastery remains one of the most important objectives in English language instruction.

Despite its importance, vocabulary learning continues to present considerable challenges for many EFL learners. Previous studies have reported that students frequently encounter difficulties in remembering newly learned words, understanding word meanings, using vocabulary appropriately in different contexts, and maintaining long-term vocabulary retention (Rashid et al., 2022; Ghalebi et al., 2020). Traditional vocabulary instruction, which commonly relies on memorization and repetitive exercises, often fails to maintain students' interest and motivation, resulting in low engagement during classroom activities (Egamova & Sharofova, 2022). These challenges indicate the necessity of implementing more engaging and meaningful instructional approaches capable of improving students' vocabulary learning experiences.

The rapid development of educational technology has encouraged the integration of digital learning media into English language teaching. Mobile-assisted language learning (MALL) has become increasingly popular because it provides learners with opportunities to access learning materials anytime and anywhere while promoting learner autonomy. More recently, Digital Game-Based Learning (DGBL) has attracted considerable attention in vocabulary instruction. DGBL combines educational content with game elements such as rewards, repetition, immediate feedback, challenges, and interactive activities to create enjoyable learning experiences while simultaneously supporting vocabulary acquisition. Previous studies have demonstrated that digital game-based environments improve learners' motivation, engagement, and vocabulary retention compared to conventional teaching approaches (Rasti-Behbahani, 2021; Calvo-Ferrer & Belda-Medina, 2021; Bouzaiane & Youzbashi, 2024).

Among various digital vocabulary learning applications, Memrise has emerged as one of the most widely recognized platforms for English vocabulary learning. The application integrates several Digital Game-Based Learning principles through spaced repetition, multimedia input, pronunciation practice, gamified rewards, and interactive exercises. These features are designed not only to facilitate vocabulary acquisition but also to encourage independent learning and sustained learner motivation. Through repeated exposure to vocabulary in meaningful contexts, Memrise offers opportunities for learners to strengthen vocabulary retention while receiving immediate corrective feedback throughout the learning process.

Besides instructional media, students' perceptions constitute another important factor influencing the effectiveness of technology-assisted language learning. Students' perceptions refer to their beliefs, attitudes, and evaluations regarding learning experiences, instructional media, and classroom activities, all of which influence their engagement, motivation, and willingness to continue learning. According to Robbins and Judge (2017), positive perceptions toward learning environments encourage learners to participate more actively and adopt more favorable learning behaviors. Likewise, Davis's (1989) Technology Acceptance Model explains that learners' acceptance of educational technology is largely determined by perceived ease of use and perceived usefulness. Therefore, understanding students' perceptions is essential for evaluating the implementation of digital learning applications in authentic classroom settings.

Previous studies have consistently reported positive responses toward technology-assisted vocabulary learning. Klimova and Polakova (2020) found that mobile applications enhanced students' motivation and promoted independent vocabulary learning. Similarly, Pham (2022) reported that Quizlet improved learners' engagement and vocabulary retention, while Jaelani and Sutari (2020) demonstrated that Duolingo increased students' interest in vocabulary learning. Furthermore, Purwanto and Syafryadin (2023) concluded that digital learning applications generally create more enjoyable learning experiences and positively influence students' motivation. Although these studies confirm the educational value of digital vocabulary learning applications, most of them primarily investigate learning outcomes or vocabulary achievement rather than examining students' perceptions as the central focus of the research.

Research specifically investigating students' perceptions of the Memrise application in Indonesian senior high school contexts remains limited. Existing studies generally emphasize the effectiveness of digital learning applications in improving vocabulary mastery without exploring how students experience the learning process itself, including the perceived benefits, challenges, ease of use, and motivational aspects associated with using Memrise in formal

classroom instruction. Consequently, there is still insufficient evidence regarding how Indonesian EFL students perceive Memrise as a vocabulary learning application and how those perceptions influence their learning experiences.

The present study addresses this research gap by focusing on students' perceptions of the use of the Memrise application for vocabulary learning at SMAN 1 Gadingrejo, Lampung, Indonesia. Unlike previous studies that predominantly measured vocabulary achievement, this study explores learners' perceptions through questionnaires, semi-structured interviews, classroom observations, and documentation using a descriptive qualitative approach. The integration of multiple data sources provides a more comprehensive understanding of students' experiences when using Memrise during vocabulary learning activities.

The findings of this study are expected to contribute both theoretically and practically to English language teaching. Theoretically, the study enriches the existing literature concerning students' perceptions of Digital Game-Based Learning applications in EFL vocabulary learning. Practically, the findings provide English teachers with empirical evidence regarding the implementation of Memrise as an alternative digital learning medium capable of supporting vocabulary learning, increasing learner engagement, and encouraging independent learning among senior high school students.

Accordingly, this study aims to describe students' perceptions of using the Memrise application for vocabulary learning, to identify the obstacles they encounter, and to explore how the application influences their interest and motivation in learning English vocabulary.

II. METHODS

This study employed a descriptive qualitative research design to explore students' perceptions of using the Memrise application for English vocabulary learning. A qualitative approach was considered appropriate because the study focused on understanding students' experiences, opinions, and interpretations rather than measuring the effectiveness of the application through experimental procedures. The research was conducted at SMAN 1 Gadingrejo, Pringsewu Regency, Lampung, Indonesia, during the 2025/2026 academic year.

The participants consisted of 30 students from class XI.9 who had experience using the Memrise application during English vocabulary learning activities. Participants were selected through purposive sampling because the study specifically required students who had directly experienced learning vocabulary with Memrise. Students who did not participate in the learning session, had no experience using the application, or failed to complete the research instruments were excluded from the study.

Data were collected using four instruments: questionnaires, semi-structured interviews, classroom observations, and documentation. The questionnaire was distributed to all participants to obtain general information regarding their perceptions of the Memrise application. It consisted of 16 statements measured using a five-point Likert scale ranging from Strongly Agree to Strongly Disagree. The questionnaire items were developed based on the Technology Acceptance Model (TAM) proposed by Davis (1989), particularly the dimensions of perceived ease of use and perceived usefulness, as well as Dörnyei's (2001) theory of language learning motivation. The questionnaire measured four major aspects: ease of use, interest and enjoyment, perceived benefits, and learning motivation.

To obtain more in-depth information, semi-structured interviews were conducted with three students who were purposively selected based on their active participation during the learning activities. The interviews explored students' experiences in using Memrise, their perceptions of the application's features, the benefits they experienced, challenges encountered during implementation, and the influence of Memrise on their motivation to learn English vocabulary. All interviews were conducted face-to-face, audio-recorded with participants' consent, and later transcribed for analysis.

Classroom observation was conducted throughout the learning process to support the questionnaire and interview findings. The observation focused on students' engagement, participation, interaction with the application, and learning behaviors while using Memrise. Observation indicators were adapted from three theoretical frameworks: student engagement proposed by Fredricks, Blumenfeld, and Paris (2004), perceived ease of use from Davis's (1989) Technology Acceptance Model, and language learning motivation proposed by Dörnyei (2001). In addition, documentation in the form of photographs and video recordings was collected to provide visual evidence of the implementation process and to strengthen data credibility through methodological triangulation.

The collected data were analyzed using the interactive model developed by Miles, Huberman, and Saldaña (2014), which consists of three interconnected stages: data reduction, data display, and conclusion drawing. During data reduction, questionnaire responses, interview transcripts, observation notes, and documentation were reviewed and organized according to their relevance to the research objectives. The reduced data were then systematically presented to identify recurring patterns and relationships among the findings before drawing conclusions.

Interview data were further analyzed using thematic analysis following Braun and Clarke (2006). The analysis involved familiarizing with the data, generating initial codes, identifying potential themes, reviewing and refining themes, defining and naming themes, and producing the final report. Through this process, four major themes emerged: (1) the application is perceived as easy and accessible, (2) the application creates an engaging and enjoyable

learning experience, (3) the application provides meaningful benefits for vocabulary learning, and (4) the application increases students' motivation and interest in independent learning.

To enhance the trustworthiness of the findings, methodological triangulation was employed by comparing data obtained from questionnaires, interviews, classroom observations, and documentation. The convergence of evidence from these multiple sources strengthened the credibility of the interpretations and provided a more comprehensive understanding of students' perceptions of using the Memrise application for vocabulary learning.

III. RESULT AND DISCUSSION

The findings of this study were derived from questionnaires, semi-structured interviews, classroom observations, and documentation. The questionnaire provided quantitative descriptions of students' perceptions, while the interviews, observations, and documentation offered qualitative evidence to explain and support the questionnaire results. Through thematic analysis, four major themes emerged:

- (1) ease of use,
- (2) interest and enjoyment,
- (3) perceived benefits for vocabulary learning, and
- (4) learning motivation.

Overall, the findings indicate that students had positive perceptions of using Memrise as a vocabulary learning application. Nevertheless, several technical challenges, particularly internet connectivity, influenced the implementation of the application during the learning process.

TABLE 1
SUMMARY OF STUDENTS' PERCEPTIONS ACROSS FOUR THEMES

Theme	Agree + Strongly Agree	Neutral	Disagree + Strong Disagree
Ease of Use	66.7-86.6%	13.3-33.3%	0%
Interest and Enjoyment	56.7-93.4%	6.7-36.7%	0-6.7%
Perceived Benefits	66.7-96.7%	3.3-33.3%	0%
Learning Motivation	50.0-73.3%	26.7-50%	0%

3.1 Ease of Use

The questionnaire findings revealed that students generally perceived Memrise as an easy-to-use application. Across the four questionnaire items measuring ease of use, between 66.7% and 86.6% of participants agreed or strongly agreed that the application was accessible through smartphones, had an understandable interface, and provided features that were easy to operate. No participant expressed disagreement with any of the statements related to this theme. Although approximately one-third of the students selected neutral responses regarding technical difficulties, the overall responses suggest that students experienced few obstacles in learning to use the application.

The interview findings further supported the questionnaire results. All interview participants described Memrise as a simple application that could be understood without requiring extensive instructions. One participant stated that the application was "quite easy and could be used immediately," while another explained that its interface was easy to understand. Although one participant admitted experiencing slight confusion during the initial stage of navigation, the difficulty disappeared after receiving brief guidance from the researcher. These responses indicate that the application has a relatively low learning curve even for first-time users.

Classroom observations also confirmed these findings. After receiving a short explanation, approximately 80% of the students were able to navigate the application independently. Only a few students requested additional assistance during the installation and registration process. Documentation collected during the learning session showed that most participants successfully completed vocabulary exercises using their smartphones without experiencing major operational problems. The consistency among questionnaire, interview, observation, and documentation data demonstrates that students generally perceived Memrise as a user-friendly vocabulary learning application.

These findings support the Technology Acceptance Model proposed by Davis (1989), which states that users are more likely to accept and continue using educational technology when they perceive it as easy to use. The positive responses obtained in this study indicate that Memrise successfully minimized technological barriers that often discourage students from adopting digital learning media. Instead of spending excessive time understanding the application, students were able to concentrate on vocabulary learning activities.

The findings are also consistent with previous studies on mobile-assisted language learning. Klimova and Polakova (2020) reported that students tended to show positive attitudes toward mobile vocabulary applications when

the applications were simple, accessible, and flexible to use. Similarly, Purwanto and Syafryadin (2023) found that learners considered digital vocabulary learning applications practical because they could be accessed anytime through smartphones. The present findings therefore strengthen previous evidence that ease of use represents one of the primary factors influencing students' acceptance of technology-assisted vocabulary learning.

3.2 Interest and Enjoyment

The second theme explored students' interest and enjoyment while learning vocabulary through Memrise. The questionnaire results demonstrated that students generally enjoyed learning with the application. The highest level of agreement within this theme was found in the statement indicating that learning vocabulary with Memrise was enjoyable, with 93.4% of students selecting either "agree" or "strongly agree." Furthermore, 70% of participants reported becoming more interested in learning vocabulary through the application, while 66.7% stated that they felt comfortable using Memrise during classroom activities. Although several students selected neutral responses regarding whether the application completely eliminated boredom, the overall findings suggest that Memrise created a positive learning atmosphere.

Interview findings provided further explanations for these positive perceptions. Students emphasized that multimedia features, particularly audio pronunciation, made vocabulary learning more interesting than conventional classroom activities. One participant explained that listening to pronunciation through the application helped create a more enjoyable learning experience, while another described Memrise as an accessible alternative for students who preferred learning independently through their smartphones. Another participant directly compared digital learning with traditional methods, stating that learning through Memrise was easier and more enjoyable than learning through printed materials alone.

The observation data, however, revealed a slight difference from the self-reported questionnaire responses. Although most students actively participated throughout the learning session, several students were occasionally observed opening other applications on their smartphones. This finding suggests that while Memrise successfully attracted students' attention, maintaining sustained concentration remained challenging when personal mobile devices were used in classroom settings. Nevertheless, these distractions were temporary and did not significantly interfere with students' completion of vocabulary learning activities.

The findings indicate that Memrise successfully created an engaging learning environment by integrating interactive learning activities with multimedia features. The combination of audio, visual content, and gamified exercises appeared to increase students' willingness to participate in vocabulary learning. Such findings are consistent with Dörnyei's (2001) theory, which emphasizes that enjoyable learning experiences positively influence learners' motivation and classroom engagement. When students perceive learning activities as enjoyable, they are more likely to participate actively and maintain interest throughout the learning process.

Furthermore, these findings support the principles of Digital Game-Based Learning, which argue that game elements such as rewards, interaction, repetition, and immediate feedback enhance learner engagement (Zou et al., 2021). Memrise incorporates many of these characteristics through its vocabulary exercises, pronunciation practice, and progress tracking system. Consequently, students experienced vocabulary learning as a more enjoyable activity rather than a routine memorization task.

The present findings also corroborate previous studies investigating digital vocabulary learning applications. Jaelani and Sutari (2020) found that Duolingo significantly increased students' interest in learning English vocabulary through interactive activities. Likewise, Pham (2022) reported that Quizlet improved learner engagement by providing enjoyable and flexible learning experiences. Although the platforms differ in their instructional features, the present study demonstrates that Memrise similarly promotes positive learning experiences by encouraging students to participate more actively in vocabulary learning activities. These findings suggest that integrating digital applications into vocabulary instruction may contribute not only to students' vocabulary development but also to their overall engagement and enjoyment during English learning.

3.3 Perceived Benefits for Vocabulary Learning

The questionnaire findings indicated that students perceived Memrise as a beneficial application for vocabulary learning. The highest level of agreement across all questionnaire items was recorded for the statement regarding the audio feature, with 96.7% of participants agreeing or strongly agreeing that it helped them improve their pronunciation. Additionally, 73.3% of students agreed that Memrise facilitated vocabulary comprehension, while 76.7% believed that the application contributed to improving their overall vocabulary knowledge. Furthermore, 66.7% of participants agreed that the repetition activities within the application helped them retain newly learned vocabulary for a longer period. These findings suggest that students recognized Memrise not merely as an engaging application but also as an effective learning tool that supported various aspects of vocabulary acquisition.

The interview data provided further evidence regarding the educational benefits of Memrise. One participant explained that the repetition feature helped reinforce vocabulary memory because previously learned words were repeatedly presented throughout the learning activities. Another participant stated that the speaking exercises and

pronunciation practice enabled them to pronounce English words more accurately. Similarly, another student described the application as highly beneficial because it introduced new vocabulary while simultaneously improving their understanding of English pronunciation. These responses demonstrate that students perceived the application's instructional features as meaningful resources for developing vocabulary knowledge rather than simply as entertaining learning activities.

The classroom observations were consistent with these findings. During the learning session, students actively completed vocabulary exercises, listened to pronunciation models, and repeated words through the application's speaking activities. The researcher also observed that students became increasingly confident in completing vocabulary tasks after receiving immediate feedback from the application. Documentation collected during the research further confirmed that students were actively interacting with the application's features throughout the learning process.

These findings support the theory proposed by Nation (2020), who emphasizes that vocabulary acquisition requires repeated exposure to words in meaningful learning contexts. Memrise incorporates this principle through its spaced repetition system, allowing learners to revisit previously learned vocabulary at appropriate intervals. Such repeated exposure facilitates long-term vocabulary retention while reducing the possibility of forgetting newly acquired words. Likewise, Sharipova and Kodirov (2021) argue that effective vocabulary instruction should combine repetition with meaningful practice, enabling learners to strengthen both receptive and productive vocabulary knowledge.

The findings also correspond with previous research investigating mobile-assisted vocabulary learning. Klimova and Polakova (2020) concluded that mobile vocabulary applications contribute significantly to vocabulary retention because learners can repeatedly review lexical items outside the classroom. Similarly, Bouzaiane and Youzbashi (2024) found that digital vocabulary applications integrating multimedia resources positively influenced students' vocabulary acquisition and pronunciation accuracy. The present findings extend previous research by demonstrating that Indonesian senior high school students similarly perceived Memrise as an effective learning medium that supports vocabulary comprehension, pronunciation practice, and long-term retention.

Overall, the findings indicate that the educational value of Memrise extends beyond increasing students' enjoyment. The integration of audio pronunciation, repetition, and interactive speaking activities enables learners to acquire vocabulary more meaningfully while simultaneously improving pronunciation and vocabulary retention. These findings suggest that Memrise can serve as an effective supplementary learning medium for English vocabulary instruction in Indonesian EFL classrooms.

3.4 Learning Motivation

The final theme explored students' motivation after using Memrise for vocabulary learning. Overall, the questionnaire results indicated positive perceptions, although this theme produced a higher proportion of neutral responses than the previous themes. Approximately 63.3% of participants agreed that Memrise increased their motivation to learn English vocabulary, while 73.3% expressed willingness to continue using the application in the future. Furthermore, 70% of students reported greater interest in learning vocabulary independently outside the classroom. However, half of the participants selected neutral responses regarding whether Memrise made them more diligent in studying English, suggesting that motivational changes may require a longer period of application use before becoming fully established.

The interview findings generally supported these quantitative results. One participant explained that Memrise motivated them to continue studying vocabulary because the application provided immediate feedback whenever mistakes occurred. Another participant stated that the application encouraged independent vocabulary learning through its accessible smartphone-based platform. Likewise, another student expressed confidence that continued use of Memrise would further improve both vocabulary mastery and self-confidence when learning English. These responses indicate that students perceived the application as an external motivational stimulus capable of encouraging autonomous learning beyond classroom instruction.

Classroom observations also demonstrated positive motivational changes among students. Most participants willingly completed vocabulary exercises and showed enthusiasm while exploring various features of the application. Although occasional distractions occurred due to smartphone use, the majority of students remained engaged throughout the learning activities and completed all assigned vocabulary exercises. Documentation further showed students actively interacting with the application and discussing vocabulary items with their classmates during the learning session.

These findings support Dörnyei's (2001) theory, which argues that learning motivation is influenced by both internal and external factors. Digital learning applications such as Memrise function as external motivational resources by providing interactive learning experiences, immediate feedback, and opportunities for self-directed learning. These instructional characteristics may enhance learners' willingness to participate in vocabulary learning while simultaneously promoting learner autonomy.

Furthermore, the findings align with the Technology Acceptance Model (Davis, 1989), which proposes that technologies perceived as useful are more likely to influence users' intention to continue using them. Students' willingness to continue learning through Memrise reflects their recognition of the application's educational value. Nevertheless, the relatively high proportion of neutral responses regarding diligence indicates that sustained learning motivation may depend on continuous implementation rather than a single classroom session.

Previous studies have reported similar findings. Klimova and Polakova (2020) found that mobile-assisted vocabulary learning promoted learner autonomy and increased students' willingness to practice English independently. Likewise, Purwanto and Syafryadin (2023) concluded that digital vocabulary applications positively influenced learners' motivation by creating flexible and enjoyable learning environments. The present study supports these findings while highlighting that motivational improvement is gradual and may become stronger after prolonged use of the application.

3.5 Challenges of Using Memrise

Despite the overwhelmingly positive perceptions, several challenges emerged during the implementation of Memrise. The interview findings consistently identified internet connectivity as the primary obstacle encountered by participants. Students explained that unstable classroom Wi-Fi occasionally interrupted the installation process, delayed user registration, and reduced the smoothness of vocabulary learning activities. One participant also reported experiencing initial confusion when navigating the application because of the number of available menus and English-language instructions.

These findings were supported by classroom observations, during which several students required additional assistance while installing and registering the application. Technical problems related to internet access temporarily slowed the learning process and occasionally reduced students' concentration. Nevertheless, once the installation process was completed, most students were able to operate the application independently with minimal guidance.

Although technical constraints influenced the implementation process, they did not substantially affect students' overall perceptions of the application. All interview participants stated that they would recommend Memrise to their classmates because they believed the application could improve English vocabulary learning. This finding suggests that external technical factors, rather than weaknesses in the application itself, represented the primary barriers to successful implementation.

The findings imply that successful integration of mobile-assisted language learning requires adequate technological infrastructure, particularly reliable internet access and sufficient preparation before classroom implementation. Providing students with brief orientation sessions prior to learning activities may also reduce initial navigation difficulties and improve learning efficiency during future implementations.

TABLE 2
SUMMARY OF INTERVIEW THEMES

Theme	Representative Findings
Ease of Use	Students perceived Memrise as simple and easy to operate after receiving brief guidance.
Interest and Enjoyment	Students considered vocabulary learning more enjoyable and interactive than conventional learning methods.
Perceived Benefits	Audio pronunciation, repetition, and speaking features improved vocabulary retention and pronunciation practice.
Learning Motivation	Memrise encouraged independent learning and increased students' willingness to continue studying English vocabulary despite several technical challenges.

3.6 Overall Discussion

Taken together, the four themes examined in this study, namely ease of use, interest and enjoyment, perceived benefits, and learning motivation, point to a coherent pattern rather than four isolated findings. Students' positive evaluation of Memrise's usability appears to function as an entry condition for the other three themes: because the application was easy to navigate, students were able to engage with its multimedia and gamified features, which in turn fostered enjoyment, supported vocabulary gains, and sustained motivation. This sequence is consistent with the Technology Acceptance Model (Davis, 1989), in which perceived ease of use precedes and enables perceived usefulness, and with Dörnyei's (2001) view that motivation in language learning is shaped cumulatively through positive learning experiences rather than a single instructional factor.

The convergence of questionnaire, interview, observation, and documentation data across all four themes strengthens the credibility of these findings through methodological triangulation and suggests that students' positive perceptions were not merely self-reported but observable in actual classroom behavior. This addresses the gap identified in the Introduction. While previous research on digital vocabulary applications (e.g., Klimova & Polakova, 2020; Pham, 2022; Jaelani & Sutari, 2020; Purwanto & Syafryadin, 2023) has largely examined learning outcomes, this study contributes empirical evidence on how Indonesian senior high school students experience the Memrise application itself, including its usability, motivational value, and the technical barriers surrounding its classroom use.

At the same time, the finding that internet connectivity issues did not diminish students' overall positive perceptions suggests a degree of resilience in student attitudes toward digital learning tools, even under imperfect infrastructural conditions. This nuance is theoretically relevant, as it indicates that perceived usefulness and enjoyment may outweigh occasional usability friction, a pattern that extends the TAM framework by highlighting how affective response (enjoyment, motivation) can buffer the negative influence of external technical constraints. Practically, this implies that the primary barrier to successful Memrise implementation lies in infrastructure readiness rather than in the pedagogical design of the application itself.

IV. CONCLUSION

This study examined students' perceptions of using the Memrise application for vocabulary learning at SMAN 1 Gadingrejo. The findings indicate that students generally perceived Memrise positively across the four themes investigated, namely ease of use, enjoyment, perceived benefits, and learning motivation, and that unstable internet connectivity, while a recurring practical obstacle, did not substantially undermine these positive perceptions.

These findings suggest that Memrise can serve as a viable supplementary medium for English vocabulary instruction in Indonesian EFL classrooms, provided that adequate technical infrastructure and brief orientation sessions are in place prior to implementation. However, this study is limited by its scope. It involved only one class in a single school over a relatively short implementation period, and relied on a qualitative descriptive design without measuring vocabulary achievement directly. Consequently, the findings should be interpreted as context-specific rather than generalizable.

Future research is recommended to involve larger and more diverse participant groups across multiple schools, extend the implementation period, and adopt mixed-method or quasi-experimental designs to examine the long-term effects of Memrise on vocabulary achievement and retention, alongside students' perceptions.

ACKNOWLEDGMENT

The author sincerely expresses gratitude to Universitas Aisyah Pringsewu for providing academic support throughout this research. Sincere appreciation is also extended to the Dean of the Faculty of Teacher Training and Education, the Head of the English Education Study Program, and the thesis advisor for their invaluable guidance, constructive feedback, and continuous encouragement during the completion of this study. The author is also grateful to the Principal, the English teacher, and the students of SMAN 1 Gadingrejo for their cooperation, participation, and support throughout the research process.

REFERENCES

- [1] Bouzaiane, B., & Youzbashi, A. (2024). The role of digital-game based language learning in EFL vocabulary learning and retention: a case study at a higher educational Institute in Oman. *Journal of Language Teaching and Research*, 15(5), 1660-1669.
- [2] Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.
- [3] Calvo-Ferrer, J. R., & Belda-Medina, J. (2021). The effect of multiplayer video games on incidental and intentional L2 vocabulary learning: The case of Among Us. *Multimodal Technologies and Interaction*, 5(12), 80.
- [4] Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly*, 13(3), 319-340.
- [5] Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University Press.
- [6] Egamova, J. K. K., & Sharofova, N. R. K. (2022). The importance of vocabulary in learning English language. *Central Asian Research Journal for Interdisciplinary Studies (CARJIS)*, 2(11), 187-190.
- [7] Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59-109.
- [8] Ghalebi, R., Sadighi, F., & Bagheri, M. S. (2020). Vocabulary learning strategies: A comparative study of EFL learners. *Cogent Psychology*, 7(1), 1824306.
- [9] Jaelani, A., & Sutari, D. R. (2020). Students' perception of using duolingo application as a media in learning vocabulary. In *Bogor English Student and Teacher (BEST) Conference* (Vol. 2, pp. 40-47).
- [10] Klimova, B., & Polakova, P. (2020). Students' perceptions of an EFL vocabulary learning mobile application. *Education Sciences*, 10(2), 37.
- [11] Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications.
- [12] Nation, I. S. P. (2020). *Teaching and learning vocabulary*. Heinle Cengage Learning.
- [13] Pham, A. (2022). University students' perceptions on the use of Quizlet in learning vocabulary. *International Journal of Emerging Technologies in Learning (IJET)*, 17(7), 54-63.

- [14] Purwanto, A. A., & Syafryadin (2023). Students' perception on using Duolingo for learning English vocabulary. *Journal of English Teaching*, 9(1), 70-82.
- [15] Rashid, M. H., Lan, Y., & Hui, W. (2022). The importance of vocabulary in teaching and learning in applied linguistics. *Linguistics and Culture Review*, 6, 541-550.
- [16] Rasti-Behbahani, A. (2021). Why digital games can be advantageous in vocabulary learning. *Theory and Practice in Language Studies*, 11(2).
- [17] Robbins, S. P., & Judge, T. A. (2017). *Organizational behavior* (17th ed.). Pearson Education.
- [18] Sharipova, S. B., & Kodirov, B. E. (2021). THE ROLE OF VOCABULARY IN DEVELOPING THE COMMUNICATIVE COMPETENCE. *Academic research in educational sciences*, 2(Special Issue 1), 50-54.
- [19] Zou, D., Huang, Y., & Xie, H. (2021). Digital game-based vocabulary learning: where are we and where are we going? *Computer Assisted Language Learning*, 34(5-6), 751-777.