

CHAPTER II

LITERATURE REVIEW

A. The concept of speaking skill

1. The definition of speaking skill

Speaking is considered one of the essential skills in language learning, as it enables learners to communicate and convey their thoughts effectively, share information, and engage effectively with others. As one of the essential purposes of English language instruction, speaking has been defined and understood from numerous angles by language professionals.

In this context, Lubis and Siregar (2021) explain that speaking is essentially an instrumental act. Meanwhile, Milania et al. (2022) argue that speaking represents a key skill within oral communication. In addition, Dayandayan and Cuerda (2025) define speaking as the act of using spoken language to communicate ideas and feelings or to transmit information.

From the perspective of language performance, Lubis and Siregar (2021) describe Speaking skill as one's ability to convey thoughts and ideas in common, everyday contexts, recount events or incidents accurately, interact, or convey a coherent series of ideas. This skill is used in the context of everyday communication to demonstrate the phonetic elements of a foreign language, including

pronunciation, intonation, and stress, as well as the grammatical structure and vocabulary of that language, at a rate of speech comparable to that of a native speaker.

In Addition, Azzahra et al. (2019) identify speaking as one of the four fundamental skills in a language, alongside writing, listening, and reading. Speaking is the exchange of information between a speaker and listener through language. According to Arputhamalar and Prema (2022), speaking skill is a productive skill and a prominent one in the social, academic, and professional setup.

Based on the definitions proposed by the scholars above, speaking is an important and useful language ability in oral communication. Beyond simply producing words, speaking involves conveying ideas, emotions, and information through verbal expression. It requires an exchange between speaker and listener so that genuine, meaningful communication can take place. Speaking skill also includes the ability to articulate oneself in ordinary settings, accurately describe events, and engage with people in a cohesive manner. It also includes the ability to use language components including pronunciation, intonation, emphasis, grammatical structures, and vocabulary correctly and fluently. Speaking, as one of the four core language abilities, is a useful skill in social,

academic, and professional settings. As a result, improving speaking skills is critical in language learning, particularly while learning a foreign language, in order to facilitate effective and contextual communication.

2. The importance of speaking skill

The importance of speaking skills extends beyond classroom learning, as they play a key role in academic accomplishment, professional development, and everyday communication. For this reason, several researchers have underlined the value of speaking proficiency in various facets of life.

In support of this view Rao (2019b), points out that within English learning, speaking proficiency matters greatly for people seeking career growth, business success, stronger self-assurance, better job prospects, and the ability to handle presentations, interviews, debates, and group discussions effectively. Furthermore, Nilufar Kadamovna (2019), emphasizes that speaking abilities are crucial for achieving professional success, but they are by no means exclusive to one's goals. Speaking abilities can improve a person's personal life as well.

Furthermore, Akhter (2021) argues that, among various language competencies, speaking ability is considered a very important skill. This ability facilitates effective communication, which is an essential requirement

in the modern world. English speaking skills are crucial for acquiring a foreign language, since it facilitates global communication, access to international information, and academic and professional advancement (Silaban et al., 2025)

based on the perspective presented above, it appears that speaking skill is an important component of English language learning, as it is utilized in professional as well as private situations. Speaking ability is necessary not only for career progress, effective communication, and academic objectives, but also for self-esteem and improved social connection. As a result, improving speaking skills is a necessary prerequisite for meeting today's worldwide communication expectations.

3. Speaking teaching techniques

Teaching speaking calls for suitable techniques that motivate students to actively engage in using English for meaningful communication. Several studies indicate that the most effective speaking teaching techniques include discussion, role play, storytelling, and activities involving information gaps. Discussion exercises allow students to exchange ideas and perspectives with their friends, which can assist enhance their speaking fluency and interpersonal abilities (Rahman et al., 2026). Role-playing is a classroom activity where students are assigned

different roles and are encouraged to communicate based on the given situations. Through this technique, students can practice expressing their ideas in English more actively, while also developing their speaking skills and confidence (Pinatih, 2021).

In addition, storytelling enables students to express personal experiences and ideas orally, which has been proven to improve students' fluency and motivation in speaking activities (Wael & Hasanudin, 2021). Furthermore, information gap activities require students to communicate verbally in order to obtain missing information, making students actively involved in meaningful speaking practice (Rahma et al., 2021). These four techniques are considered effective because they promote student participation, increase confidence, and provide authentic opportunities for speaking practice in the classroom.

4. Speaking teaching procedures

a. Pre-Speaking Activities

The goal underlying this phase is to get students ready for speaking practice by drawing on what they already know and presenting them with the language they will need.

Procedures:

- 1) The teacher begins the lesson by greeting the students and checking their attendance.
- 2) The teacher explains the objectives that students are expected to achieve during the lesson.
- 3) The teacher introduces the topic through brainstorming questions or short discussions.
- 4) The teacher presents relevant vocabulary, expressions, and pronunciation models.
- 5) The teacher gives examples of sentences related to the topic.

b. Whilst-Speaking Activities

This is the main stage where students actively practice their speaking skills through communicative activities.

Procedures:

- 1) The teacher organizes the students into pairs or small group.
- 2) The teacher gives speaking tasks such as role play, discussion, storytelling, dialogue practice, or problem-solving tasks.
- 3) Students' practice speaking based on the given instructions.

- 4) The teacher monitors the activity, provides guidance, and encourages student participation.

c. **Post-Speaking Activities**

This stage focuses on evaluation, feedback, and reflection to improve students' speaking performance.

Procedures:

- 1) Some students are asked to perform or present their speaking results in front of the class.
- 2) The teacher gives a feedback on pronunciation, vocabulary, grammar, fluency, and confidence.
- 3) The teacher conducts delayed error correction.
- 4) The teacher and students reflect on the learning activities that have been carried out.
- 5) The teacher concludes the lesson and gives follow-up activities if necessary.

B. The concept of memrise application

1. The definition of memrise appplication

Among the several Mobile-Assisted Language Learning (MALL) applications available today, Memrise has emerged as one of the most extensively utilized platforms for facilitating English language learning,

notably in vocabulary development and language practice.

Wardani (2025), describes memrise as a popular mobile app that uses spaced repetition, gamification, and mnemonic tactics to help people learn languages. Ed Cooke and Greg Detre founded Memrise in 2010 with the goal of helping learners retain knowledge more effectively through visuals and interactive flashcard approaches. Through temporal progression, the platform has broadened its offerings to encompass a diverse spectrum of features and functionalities, thereby establishing itself as a salient resource in the realm of Mobile-Assisted Language Learning (MALL).

By incorporating playful, game-style mechanics together with memory techniques, Memrise makes the learning process both more enjoyable and more effective than conventional flashcard methods. Aminatun and Oktaviani (2019) highlight how the platform's gamification and repetition techniques greatly increase learner motivation and retention. The system offers review tasks intended to reactivate taught material, rewards users with leaderboard rankings, and motivates users to fulfill daily goals. Moreover, Wardani (2025) further explain that these game-based aspects not only increase user interest, but they also encourage regular and

consistent learning routines, which are critical in language acquisition.

2. The advantages of memrise application

The Memrise application also offers several advantages that help students learn English, especially when it comes to enhancing their speaking abilities. Its learner-centered design and interactive elements develop individual study habits while assisting students in expanding their vocabulary, confidence, and pronunciation.

a. Improves Vocabulary Mastery

Memrise helps students gain a larger vocabulary by introducing them to new words frequently in useful contexts. Through its spaced repetition technique, learners can review previously learned vocabulary at appropriate intervals, making it easier for students to remember and use newly learned words in oral communication.

b. Enhances Pronunciation Accuracy

One of Memrise's primary features is the use of audio recordings from native speakers. By listening to correct pronunciation and copying native speech, students can enhance their pronunciation, intonation, and general speaking accuracy.

c. Supports Autonomous Learning

Memrise promotes students to become independent learners by allowing them to study anytime and anywhere utilizing their mobile devices. This flexibility enables learners to practice at their own pace, review challenging concepts as necessary, and take greater responsibility for their own learning progress.

d. Increases Students' Motivation

The application integrates gamification features such as points, badges, daily learning goals, and progress tracking, making the learning process more entertaining and engaging. These aspects motivate students to practice continuously and decrease boredom that may occur with typical learning sessions.

e. Builds Students' Confidence in Speaking

Regular practice with Memrise enables students to get more comfortable with English vocabulary and pronunciation before participating in classroom speaking activities. As their language understanding and pronunciation improve, students tend to feel more confidence while expressing their thoughts and speaking in English.

f. Provides Repetition for Long-Term Memory

Memrise uses a spaced repetition approach that helps learners repeat language at carefully timed intervals. This method enhances long-term memory retention, helping pupils to recall vocabulary and language phrases more efficiently and use them in real communication.

3. The disadvantages of memrise application

Although Memrise provides several benefits for language learning, it also has many limitations that should be considered when incorporating the application into classroom training:

a. Requires Internet Access

Most of Memrise's functions require a persistent internet connection. Students who have limited internet access or inconsistent network connections may face difficulties accessing instructional materials and completing practice exercises.

b. Limited Grammar Instruction

Memrise largely focuses on vocabulary acquisition and pronunciation practice rather than explicit grammatical instruction. As a result, students may need additional learning tools or instructor support to build a deeper understanding of grammatical structures and sentence structure

c. Potential Over-Reliance on Technology

If students rely too heavily on the application, opportunities for direct engagement with professors and classmates may disappear. Therefore, Memrise should be utilized as a supplementary learning tool alongside communicative classroom activities that enhance authentic speaking practice.

d. Subscription Limitations

Although the free edition includes important learning materials, some advanced features and premium content are only accessible through a paid subscription. This limitation may reduce learning opportunities for those who cannot buy the premium edition.

4. Procedures for using the memrise application

1. Download and install the Memrise application from the Play Store or App Store, or online via the website <https://app.memrise.com/immerse>.
2. Create an Account: Open the app and sign up using your email, Google, or Facebook.



Figure 2.1. Memerise Account Registration

3. Main Interface: You will see “courses” for the language you have chosen, which are divided into small units or “levels.”

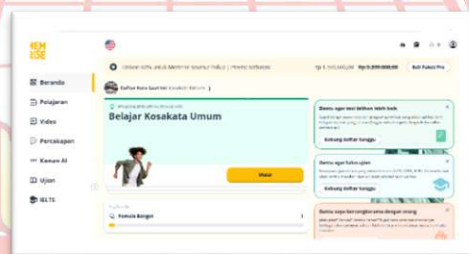


Figure 2.2. Memerise Main Interface

4. You can choose several features available on the homepage, such as vocabulary exercises with native speaker videos.

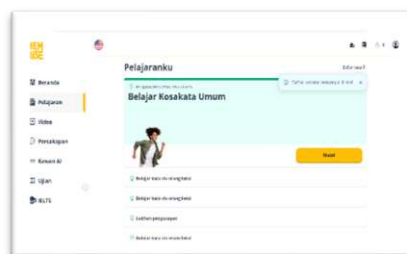


Figure 2.3. Vocabulary Learning feature



Figure 2.4. Native Speaker Video Feature

5. conversation practice

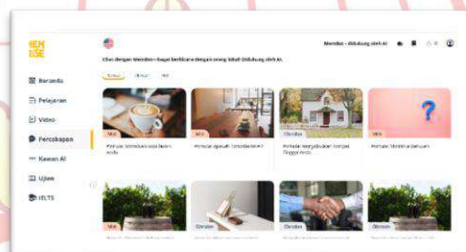


Figure 2.5. Conversation Practice Feature

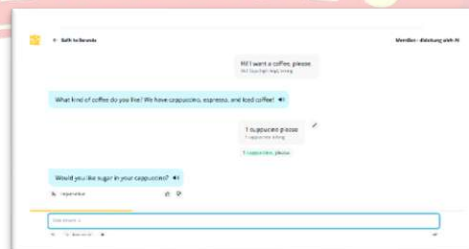


Figure 2.6. Interactive Speaking Exercise Feature

6. and many other features that you can use to improve your speaking skills

C. The role of memrise application to speaking skill

1. Teacher Role in memrise application

The teacher plays a significant role in assisting students use the Memrise application effectively during speaking lessons. As a facilitator, the teacher selects vocabulary, expressions, and pronunciation activities that match the lesson objectives and students' English proficiency levels. The teacher also describes how to operate the application, guides students throughout the learning process, and encourages them to practice using the audio and pronunciation features provided by Memrise.

Besides directing students, the teacher organizes speaking activities that allow students to utilize the vocabulary and expressions they have learned from the application. For example, students can practice through conversations, pair work, role plays, or group discussions. These exercises assist students in becoming more confident in using English in meaningful communication establishing a more engaging and enjoyable learning experience.

The teacher also tracks students' learning progress and offers feedback on their speaking performance. Attention is given to aspects such as pronunciation, fluency, vocabulary use, and speaking accuracy. By providing guidance and constructive

feedback, the teacher guarantees that Memrise is used not only to acquire new vocabulary but also to support the growth of students' speaking abilities in an effective and meaningful manner.

2. Student role in using memrise application

Students actively participate in using the Memrise program to improve their speaking skills. Students are required to use the application individually, practicing vocabulary, pronunciation, and phrases through audio repetition and interactive tasks. By actively listening to Memrise's native-like pronunciation models, students can enhance their speaking accuracy and confidence.

Furthermore, students must utilize the vocabulary and expressions they learned from Memrise in real-world speaking activities such as conversations, role-plays, and classroom debates. Students gain more autonomy, drive, and confidence in speaking English as they practice and study on their own. As a result, using Memrise encourages students to become active learners who take ownership of improving their speaking skills both inside and outside of the classroom.

D. Relevant previous studies

A number of earlier research findings have repeatedly pointed to Memrise's positive impact on learners' English proficiency, with particular emphasis on speaking ability and its related sub-skills. One of the relevant studies was conducted by Rahmadewi (2025), in their quasi-experimental study entitled "*The Impact of Memrise Application on Students' Speaking Skills (A Quasi-Experimental Study at Islamic Junior High School)*", found that incorporating the Memrise application into classroom instruction significantly improved students' speaking skills, particularly in terms of pronunciation accuracy, vocabulary use, and fluency. Furthermore, the statistically significant findings and the large effect size indicated that the Memrise was identified as an effective technology-based learning tool that supports the improvement of students' speaking skills.

Similarly, Manullang et al. (2023), through their study "*The Influence of Using Memrise Application on the Students' Pronunciation Mastery*", found that incorporating the Memrise application into classroom instruction significantly improved students' speaking skills, particularly in terms of pronunciation accuracy, vocabulary use, and fluency. Furthermore, the statistically significant findings and the large effect size indicated that the Memrise was identified as an effective technology-based learning tool that supports the

improvement of students' speaking skills. In addition, Mendrofa et al. (2025), revealed that the integration of Memrise application into language learning positively influenced students' vocabulary acquisition. Since vocabulary knowledge is a fundamental component of speaking ability, the improvement in vocabulary mastery indirectly supports students' overall speaking performance.

Furthermore, Satrianto et al. (2025), a study entitled *"The Effectiveness of Using Memrise Application in Improving Students' Speaking Skills"* reported that Memrise not only improved students' speaking achievement but also increased their learning motivation, confidence, and participation during speaking activities. These affective factors are crucial in reducing students' anxiety and encouraging them to actively engage in oral communication. Collectively, these previous studies confirm that Memrise is an effective instructional medium for improving speaking skills and their related components in English as a Foreign Language (EFL) contexts.

Although previous studies have provided considerable evidence regarding the effectiveness of Memrise, some research gaps still need to be addressed. Most existing studies have focused on junior high school students or investigated specific aspects of language learning separately, such as vocabulary or pronunciation, rather than investigating

speaking skill as an integrated and comprehensive ability. Moreover, limited research has explored the implementation of Memrise at the senior high school level, particularly among eleventh-grade students, who are expected to demonstrate higher levels of fluency, accuracy, and communicative competence. In addition, not all studies employed a quasi-experimental design that directly compares the effectiveness of Memrise with conventional teaching methods in formal classroom settings.

Building on these gaps, this study sets out to examine the impact of the Memrise application on the overall speaking skills of eleventh-grade senior high school students using a quasi-experimental approach, with attention to core aspects of speaking such as pronunciation, vocabulary, fluency, and comprehensibility, so as to add more thorough and context-specific evidence to the study of EFL speaking instruction.

E. Theoretical framework

1. Variable X (Independent)
 - a. The Use of Memrise Application

The independent variable (Variable X) here refers to the use of the Memrise application for teaching speaking. Memrise is a digital app for language learning that offers vocabulary drills, pronunciation modeling, audio repetition, and interactive tasks.

Within this study, it serves as a learning medium supporting speaking activities, aiding students in building vocabulary, sharpening pronunciation, and getting more speaking practice. Using Memrise is expected to make the learning environment more engaging, interactive, and centered on the student.

2. Variable Y (Dependent)

a. Students' Speaking Skill

Variable Y in this research is students' speaking skill. Speaking abilities refers to students' ability to effectively and appropriately articulate ideas orally in English. It is involves several important aspects, such as pronunciation, vocabulary, fluency, and comprehensibility. In the present study, students' speaking skills were evaluated through pre-test and post-test speaking assessments conducted before and after the implementation of the Memrise application to examine the extent of improvement in their speaking performance

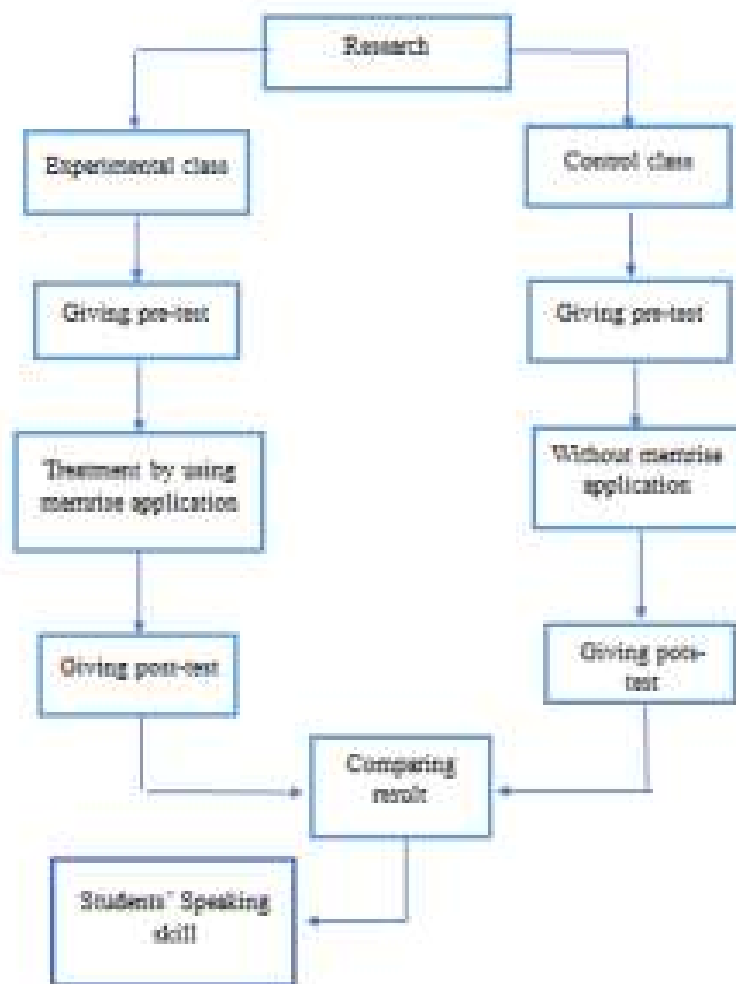


Diagram 1.1. Theoretical Framework

F. Hypothesis

In this study, hypotheses were established to assess whether the use of the Memrise application had an effect on students' oral communication skills.

1. Null Hypothesis (H_0): The use of Memrise does not have an effect on the speaking skills among 11th grade students at Senior High School 03 in Bengkulu City.
2. Alternative Hypothesis (H_1): The use of Memrise has an effect on speaking skills among 11th grade students at Senior High School 03 in Bengkulu City.

