OPTIMIZING EIL USING "MEMRISE" AS BUILDER STUDENTS' VOCABULARIES

[1] Melati and [2] Herlina

[1] *Prof. Dr. Hazairin, S.H University, Indonesia*
[2] *Bina Insan University, South Sumatera*
e-mail: **[1]** *melatijasmine87@gmail.com* **[2]** *herlina6102@gmail.com*

ABSTRACT

Although online English learning platform currently is interesting and entertaining and it can improve language acquisition, pronunciation, four integrated skills but it still become difficult to be used in English learning. Therefore, people must be mastering the high technology to support their daily life and get many information instantly and accurately. In this article, the writer would like to introduce a suitable platform in English learning. English is consider as an international language (EIL) and the purpose is to facilitate communication of ideas, thoughts, feelings, knowledge and culture, the language is a medium. Moreover, English can be taught by using Memrise Application in order to encourage students to learn English. train students in Communicative Competence and optimize the effectiveness of English Language Teaching. After reading this article, the writer expects that this article can help English teachers to apply this platform for English teaching in Indonesia. For this reason, teachers need to develop strategies that are appropriate to the characteristics of millennial students and be able to make it reach the competencies specified in the learning objectives. In this case the use of media is also needed in innovative learning. Innovative learning using learning strategies and the use of media are very important to create effective English language learning, especially the current COVID-19 pandemic situation.
Keywords: *International language, Memrise and Vocabulary.*

ABSTRAK

Meskipun platform pembelajaran bahasa Inggris online saat ini menarik dan menghibur dan dapat meningkatkan penguasaan bahasa, pengucapan, empat keterampilan terintegrasi tetapi masih sulit untuk digunakan dalam pembelajaran bahasa Inggris. Karena itu, orang harus menguasai teknologi tinggi untuk mendukung kehidupan sehari-hari mereka dan mendapatkan banyak informasi secara instan dan akurat. Dalam artikel ini, penulis ingin memperkenalkan platform yang sesuai dalam pembelajaran bahasa Inggris. Bahasa Inggris dianggap sebagai bahasa internasional (EIL) dan tujuannya adalah untuk memfasilitasi komunikasi ide, pemikiran, perasaan, pengetahuan dan budaya, bahasa adalah media. Selain itu, bahasa Inggris dapat diajarkan dengan menggunakan Aplikasi Memrise untuk mendorong siswa belajar bahasa Inggris. melatih siswa dalam Kompetensi Komunikatif dan mengoptimalkan efektivitas Pengajaran Bahasa Inggris. Setelah membaca artikel ini, penulis berharap artikel ini dapat membantu guru bahasa Inggris untuk menerapkan platform ini untuk pengajaran bahasa Inggris di Indonesia. Untuk alasan ini, guru perlu mengembangkan strategi yang sesuai dengan karakteristik siswa milenial dan dapat membuatnya mencapai kompetensi yang ditentukan dalam tujuan pembelajaran. Dalam hal ini penggunaan media juga dibutuhkan dalam pembelajaran inovatif. Pembelajaran inovatif menggunakan strategi pembelajaran dan penggunaan media sangat penting untuk menciptakan pembelajaran bahasa Inggris yang efektif, terutama situasi pandemi COVID-19 saat ini.

Kata kunci: Bahasa internasional, Memrise dan Kosakata.

INTRODUCTION

English as an international language (EIL) is used in the biggest part of the world, (Floris, 2014). English is an effective means to learn the development of other countries. Besides, there are many scientific books written in English, even more the information of the latest technology development can be kept up with internet which also uses English. If people had no international language, there would be many misunderstanding in communication that occurs among countries. Indonesians` competence in English is still low. According to a survey conducted in 2007 by Education First English Proficiency Index or EF EPI, Indonesia was ranked 32nd out of 72 countries for mastery of English on an International scale. The score was 44.78 which indicated that Indonesia was in the lower level of English proficiency, left by Malaysia which was ranked 9 (Katos, 2007). Indonesia has total values of 52.91 in measuring English language skills in countries in the world. It showed that Indonesia needs to help their younger generations with their foreign language proficiency. In 2016, Indonesia was officially declared MEA or *Masyarakat Ekonomi Asean* where the ASEAN countries have the ability to trade among members` countries. It hopefully invited opportunities to have cooperation with other countries. Moreover, it takes qualified individuals to make this MEA program successful.

In facing MEA, the learner must be aware to improve their English. The other hand, we can call this era as a technology era and free business is applied. That is why the students must be mastering in technology also Based on the explanation above, English is a language that is applied for communicating with the people in the world. It means the students will get many benefits from learning the English language for their future. Tthe big effect that we get when we are mastering in English is "English fluency will help you communicate". Means that it will help us in the communication with the other people. We can connect with the other people around the world and if we are fluent in English we can get an occasion to study abroad and travel there. Then, if we have a good ability we can make a business there and sell things to the foreign people. In fact, it will make our outcome increase. In addition, we can do research for students. So, whatever we are, students, worker, teacher, etc.

Affandi and Syafi (2015) Nowadays, we are in the globalization era. It means many people compete for each other to get their success. Automatically, English is a very important thing to support people get their bright life in the future. In another hand, if we see the Indonesia condition nowadays,

the importance of English has not appeared yet. We can look at the *owlcation.com* that is written by *Zeeshan Naved.* He explained the country which it has English Speaking Population and there is no name for Indonesia country there. It means, Indonesia which is country use English as a foreign language have not developed yet.

People must mastering high technology to mastering something especially for English language the millennial era. Then, high technology can be a media. Media is an important one to support the students and part of the socialization to the people to learn together (Divina, 2006).by the technology we have many varieties to learn especially for enriching the vocabulary. before the technology era, textbook is an important media to learn something.

As school subject in Indonesia, English is generally taught from the grade of elementary school up to the of university or college. The way and the media used by teachers will influence the students' learning. Therefore, teachers can use multimedia in English Language Teaching (ELT) in order to create English contexts. This helps students to get involved and learn according to their interests; it has been tested effectively and is now widely accepted for teaching English in the modern world. The reasons why Memrise

is used are because it is interesting and entertaining, it is current, it improves language acquisition, pronunciation, listening skills and give example of used English.

Furthermore, the use of one technology like Memrise can be combined with teaching scenarios for the creation of a suitable context in learning English. This creates an English communicative environment and provides as many opportunities to practice language as possible to enhance students' interest in learning English. It is the primary task for English educators to train students in Communicative Competence and optimize the effectiveness of English Language Teaching. Based on the background of the problem above, the writer formulates the problem as follows: Does Memrise can improve the students' English achievement in context creation as a builder of students vocabulary?

English as an International Language

Nowadays, English is truly regarded as an international language. It is the *lingua franca* in various international situations; it is also the most widely-learned and spoken second or foreign language in many countries (Floris, 2014)**.** This dramatic change, many (e.g., Brown, 2012; McKay, 2003, 2012) have argued, should be taken into account in designing and planning our curriculum.

Traditional assumptions about English language teaching need to be revisited and reframed to suit the reality of how English is used in the world today. Traditionally, as stated by Brown (2012), people have had some long-established assumptions about the teaching of English as a second or foreign language, such as (a) students need to learn the English of native speakers, (b) native speakers should serve as the model and standard, (c) American or British culture should be taught, and (d) communicative language teaching is the best way to teach the language. However, as argued by McKay (2003), the teaching of English as an International.

Language (EIL) nowadays should "be based on entirely different assumptions that have typically informed English language teaching pedagogy" (p. 1). The purpose of teaching EIL nowadays should aim to prepare learners to become competent users in international contexts, to enable them to communicate with others for the purposes of academic advancement, career advancement, technology access, intercultural communication, and other domains of communication (McKay, 2003). McKay (2012) further maintained that a language program should incorporate the promotion of intercultural competence, an awareness of other varieties of English, multilingualism in

the classroom, the use of instructional materials that include both local and international cultures, and the adoption of socially and culturally-sensitive teaching methodology.

It is important to note that the changes in English language teaching suggested by these scholars cannot be successfully implemented without involving the teachers (Renandya, 2011). Since the majority of those that want to be teachers usually take a pre-teacher education program, it is necessary to introduce the concept of EIL to pre-service teachers so that they are more prepared to meet the needs of today's learners of English.

English is the most widely spoken language in the world. English is an international language at present, not simply because of the number of native speakers. More important is the rapidly growing number of non-native speakers. An international language is used alongside other, local languages thus creating a multilingual context. Moreover, the purpose of English as an international language is to facilitate communication of ideas, thoughts, feelings, knowledge and culture the language is a medium. We use English to explain and better understand something. In English teaching we often use many strategy for enhancing the students' understanding four skills like speaking and reading. Melati

(2015) and Herlina and Melati (2018) mention that there was significantly effective to teach speaking by using curiosity box strategy to vocational level students and there was an interaction effect between the use of Group Investigation Model to the reading materials from the multimedia and learning styles on speaking competence. It means that both multimedia and students' learning style can improve and optimizing EIL Program in Context creation as builder students' vocabulary.

Memrise Application

In this technology era, there is some online learning has been provided by many people to help each other learning effectively using online application for teaching and learning. For teaching and learning the lecturers can use some platforms or applications such as *Zoom Cloud Meetings, Webex, Google Clssroom, Whatsapp web, Instagram, Portal Rumah Belajar, Edmodo,*

Youtube and *Memrise Application.* Besides that, online learning becomes a booming thing because now is the gadget era, automatically students have their own gadget exactly and they will not far with their gadget. It is to support *"daring"* system Thus, many people make an innovation to the students so that they want to learn with the Picture. whatever and wherever situation. Then, what is one of the online learning that we can access? The online learning that we can access is Memrise. Millions of members worldwide use Memrise to learn over 200 different languages. whatever and wherever situation. Then, what is one of the online learning that we can access? The online learning that we can access is Memrise. Millions of members worldwide use Memrise to learn over 200 different languages.
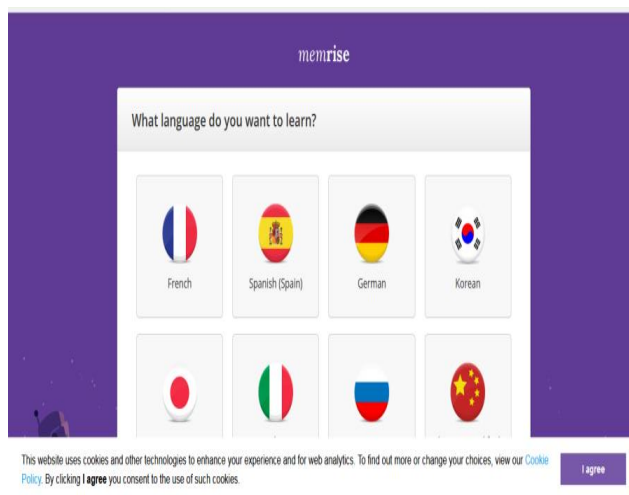
Picture 1, Dashboard in Memrise
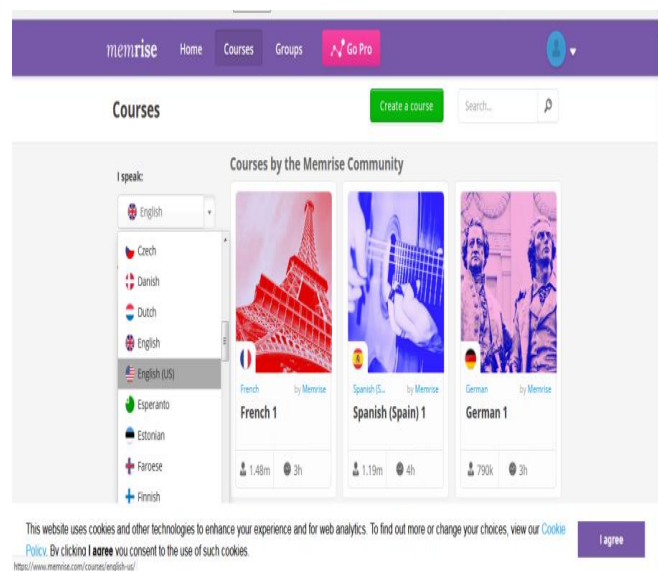
Picture 2. Menu in Memrise

With the rapid development of science and technology today, as well as the theme of globalization and economic integration, multimedia teaching has gradually entered the day-to-day classroom and has been especially well promoted and popular in school. It is known that the term "multimedia" was coined as a result of technological development. Furthermore, multimedia is the combined form of words "multiple" and "media", while its counterpart is "monomedia". Multimedia is media that can be used to help teachers teaching English. However, there may be different definitions in terms of "multimedia", but it basically includes using such elements development as multimedia wall charts, magazine, songs, slide projector, video, television, networks, PowerPoint, Email, Bulletin Board System (BBS) forums, language laboratories, libraries and multimedia reading rooms. Generally, the core of multimedia teaching is using the computer and gadget based on the current information to create a platform of exchanges and communication between teachers and students through sound and text. In addition, multimedia teaching, particularly using multimedia for ELT, is helpful in context creation, and in eliciting motivation from the students for the purpose of changing the traditional "cramming" teaching method,

which may lead to so-called "Dumb English" or "Deaf English".

In using multimedia, Memrise is a platform or a website for online learning. Memrise combines many ways to make online learning being attractive and innovative. There are so many people use Memrise to improve their vocabulary so that they can learn a foreign language and make a relationship with the foreign people outside of the country. Why should we choose Memrise to improve their language? Because Memrise has many features that can be applied by the learners. Memrise online learning provides many features to learn and improve the vocabulary.

Then, if we want to learn about English and rich our vocabulary level. We can choose the English vocabulary as our course. There are some steps and varieties to pass the vocabulary exercise, such as choose the vocabulary based on the voice of native, construct the sentence based on by listening to native voice and play the audio of vocabularies. It will make the learners attract to follow the program. Then, the other way to enrich the vocabulary is really bored sometimes because the way is so monotone. Hence, this website really helps for learners through many types show the knowledge. (Affandi, 2018).

Besides the program is very attractive, it also has many advantages that got by the teacher to control the learners. First, the teacher can assess the learners through the level that the students must pass it and then the teacher can make an exercise based on the vocabulary that have been passed by the learners. Then, the advantages to the learners, they can improve their vocabulary significantly based on the level. In addition, the learners can make a relationship with other people around the world.

So, Memrise is appropriate website to improve students' vocabulary and support the students to be master in other languages as many as possible. Then, the students can face the twenty first century as a modern people which is mastering in learning technology with the many interesting features.

Content of Memrise

Sound is one of the content in Memrise. Memrise provides many interesting features that we can get. One of them is about sound. Memrise provides this feature to help the user can improve their pronunciation by video (audio and visual). Because the proper pronunciation is a very important for the people who want to learn about new languages so that they can communicate and understand what the native speaker said. And it is very important for students to increase the listening and speaking skill. It is a similar opinion with Melati (2017) said that students who have a visual learning style higher than students with auditory learning style. 2) **Quest Repetitions**. Beside sound, Memrise provides some features also like quest repetition in which users will get an optional exercise and the choices will be put randomly. Then, the word will be repeated many times to make the users really understand about the new words that they have learned. It will give positive effect to the students because they will get strong memorizing.

Ranking / Level

After that, this feature is really more interesting for the users. The students are really like a competition. Then, if we apply Memrise to them which has a ranking or level feature it will make the students are spirit and compete each other. In addition, they will get point if they pass the new word and have memorized it. Automatically, the students will have high points if they have passed many words and it will be a competition exactly.

Share through social media

Beside the level or ranking, there is an interesting feature more. The score of points that have got by the students can

share on the social media. It means they will be proud of their selves because they have collected many points and they share on social media. In another similar name is they can show their score too many people through social media.

Memrise has many topics not only learn about language

Providing not only learning language, but also has many topics. It becomes one of favorite people learns many things by using Memrise. We can learn about art, history, geography etc.

Varieties methods

One of the thing that can grab the people to use Memrise as a platform to learn many things especially for language is providing many methods to increase our skill to improve the knowledge. Such as:

Repetition

Memrise provides features in repetition words. There will be flower as a sign that the word has been repeated many times. It makes the user easier know that the word has been memorized many times and increasing their memorizing on that word.

B. Multiple Choice

Then, next features that Memrise provides is multiple choice. In this case the users must choose one of the best answers from the

question and it will help the users to master the word.

Short Essay

Short essay becomes one of variety of method how the users learn about new word to understand the word. The use will be provided an explanation about something and give the chance for users to answer the question based on the explanation.

Listening to the word

Listening skill is a receptive skill in learning English. And from the listen something we can receive the information. It also happens when we want to memorize word or sentence. We can maximize our ear to learn especially for enrich the new vocabulary. That is way, this step is also provided by Memrise to support the user in mastering language. So, the users must choose the answer based on the sound that they have heard before.

Listen Recognizing

One more, listening skill becomes the one of the best way to learn new vocabularies. Because pronunciation is a very important. Especially in English. There are so many word which has many same sounds to produce it. And Memrise provide many choices which has a similar sound and it will help the users to recognize the correct word.

Inviting Friends

The last features of Memrise is inviting friends. After we learn about language. It will make the users feel bored. So Memrise provides feature to add a new friend and they can learn together.

Context Creation

The concept of "Context" was first proposed by Malinowski (1990). He distinguished two types of context: "Situational Context" and "Cultural Context". Context can also refer to the environment of using the language, while broader context refers to the specific environment of language (meaning both specific occasions and the social environment). Moreover, context denotes the specific context of the language forms known as the scenario.

Halliday and Hasan (1989) think that situational context can be composed of three parts: "Scene", "Manner" and "Communication". It is true that as a social and cultural phenomenon, language is used to communicate socially and culturally. Kramsch (1998) points out: Common attitudes, beliefs, and values are reflected in the way members of the group use language – for example, what they choose to say or not to say and how they say it. […] Language is not a culture-free code, distinct from the way people think and behave, but, rather, it plays a major role in the perpetuation of culture,

particularly in its printed form. English learners must rely on a certain language environment to achieve the goal of communication when they are learning the language.

Optimizing EIL Program Using Memrise in Context Creation

Multimedia teaching stresses the role of students, and enhances the importance of "interaction" between teachers and students. A major feature of multimedia teaching is to train and improve students' ability to listen and speak, and to develop their communicative competence. During this process, the teacher's role as a facilitator is particularly prominent. Using multimedia in context creation creates a good platform for the exchange between teachers and students, while at the same time providing a language environment that improves on the traditional classroom teaching model. However, the cultural context can influence language teaching in two ways: linguistics and pedagogical. Linguistically, it affects the semantic, pragmatic and discourse level of the language. Pedagogically, it inluences the choice of the language materials because cultural content of the language materials and the cultural basis of the teaching methodology are to be taken into consideration while deciding upon the

language materials. For example, while some textbooks provide examples from the target culture, some others use source culture material. Therefore, the teachers should know about the culture to build the students' cultural awareness, help them in teaching grammar, expand their vocabulary and enhance communicative competence.

The English context of multimedia creation also enables students to participate actively during the process. Therefore, in this context, English teaching methods gradually diversify and bring students' enthusiasm into full play with guidance from teachers. It is evident that using multimedia for context creation in English Language Teaching improves teaching efficiency and quality. Furthermore, multimedia teaching creates a context for language teaching. This method makes the class lively and interesting, as well as optimizing the organization of the class. Apriani and Melati (2018) said *that "In order to help our students having a good skill in writing, the use of technology is chosen to be integrated in the learning process. And Blogging is one of the activity that can be used to motivate the students to write actively and constructively.* Blog is one of multimedia has its own features such as visibility and liveliness. During the process of multimedia English teaching, sounds and pictures can be set together, which enhances the initiative of

both teachers and students. When using multimedia software, teachers can use pictures and images not only to enrich the content of classes but also imagine different contexts in the process of producing teaching courseware. Students in the class can use multimedia to understand the class in a clear way. Through the whole interactive process, it is apparent that using multimedia in English Language Teaching is effective in nurturing students' interest in learning English and enhancing teachers' interest in English teaching. Zhang (2006) points out: Through multimedia and network technology we can offer students not only rich sources of authentic learning materials, but also an attractive and a friendly interface, vivid pictures and pleasant sounds, which to a large extent overcomes the lack of authentic language environment and arouses students' interest in learning English. In addition, multimedia teaching is also flexible. It is obvious that the context can be created both in the classroom and after class. Multimedia language teaching can also create a multimedia language environment for the purpose of conducting language teaching. English teaching itself must focus on the guidance of teachers and be student-centered. Students are bound to have some problems in classroom teaching, which can be addressed under the guidance of teachers. In such

circumstances, students can use the new technology to their advantage, such as manipulating the network to contact teachers, and receiving answers by email. Through this method of language teaching, teachers can also bring in cultural content and other topics in English teaching. Through the production of courseware such as PowerPoint, students receive the teachers' guidance and learn to cooperate with each other.

The Principles of Optimizing Memrise English Teaching on Creation of Context

Memrise is one of development of technology is a remedial teaching method in addition to the traditional teaching process. The focus of ELT is still on students' class activity; therefore, the design of Memrise courseware materials should be close to the content, identifying the entry point of the contents, and following students' thought. In order to fulfill these goals, there are eight principles considered in the process of optimizing multimedia English teaching in context creation, using different forms and methods to design all kinds of practical contexts for language students.

First, teachers should consider the establishment of different systems of language teaching for the target language and then divide the learning process into different phases. Since students learn the vocabulary,

grammar, and text systems, the principles of cross-cultural communication and practices of special meaning systems, behavior, and choices in the language according to the context and the aim of English teaching is to provide students with such a learning environment and conditions. Moreover, multimedia and network teaching can provide a more advantageous condition for the development of *Meaning Potential* for students. For example, setting the English curriculum for multimedia English teaching. Through the background and introduction processes, students improve their *Meaning Potential* in the various language networks in the project through learning and memorizing; through the construction learning process, students put these projects in the appropriate places in the system, from which the students learn the project by heart; through the choice learning process, students learn to choose their own language according to their needs, composing the communicative structure for the language environment, and grasping the Meaning Potential of the language.

Second, the real context can meet students' practical needs in communication. During the process of implementing context in language teaching, students will gain a profound feeling for language learning. In ELT, teachers have various choices of multimedia software, videos, films, slides,

photographs, and other media. They can also use multimedia tools to provide vivid materials, creating real contexts and giving background information to help students to create an atmosphere of participation and exchange in different contexts.

Third, multimedia and networks are characterized by the prolific development of information. Although students can access massive amounts of information, they cannot digest and absorb it directly. Therefore, they cannot develop their long-term memory and communicative competence. In order to optimize multimedia English teaching in context creation in terms of the appropriate selection of information, teachers should take care to classify and organize information effectively and make choices according to students' needs. Otherwise, there will be too much information for them.

Fourth, teaching content should be designed with consideration of how to achieve interaction between teachers and students, among students themselves, and between students and modern technology. Through these different types of interaction, personalized learning, collaborative learning and other modes of learning can be combined in order to help students to take the initiative. Through this process, students can discover ideas and methods, and learn how to solve problems by themselves. This method of

language teaching provides various ways to promote the growth of students' creativity, cooperation, and interaction. It also makes multimedia language teaching and learning active and vivid, from which we can see that the interactive exchange of information reflects the characteristics and advantages of multimedia teaching in context creation.

Fifth, during the process of optimizing multimedia English teaching in context creation, it is inappropriate to change the classroom into a platform for information exchange between students and modern machinery. Attention should be paid to coordination between teachers and students, teaching materials and methods, theory and practice and multimedia teaching and the real learning environment. Students learn to take the initiative to promote exchanges with teachers, and vice versa; it is not appropriate to apply too many teaching methods or provide too much courseware to students. It is important to choose the most suitable teaching method for creating a real teaching and learning environment to help students gain the most intuitive and cultural information using various functions and forms of multimedia presentation. In this way, students can develop self-confidence in communication and improve their overall English skills.

Sixth, pluralism with intelligence requires teachers to choose and create appropriate and comprehensive educational methods to promote the full development of students based on the educational content, their intelligence structure, their interests, and their different characteristics. Teaching English in order to create a multimedia classroom context not only restricts but also affects the students' own intellectual development. English teachers should constantly make use of the advantages of multimedia teaching to update English teaching concepts, teaching strategies and material to inspire students. This will create multimedia English teaching context conducive to the development of multiple intelligence, motivate students to capture and understand the information, and encourage them to learn English.

Seventh, choose and establish an appropriate context to get people involved in the context including communicative context, communicative environment, and communication-based on common sense. English teachers should socialize and contextualize the multimedia classroom, as well as trying to transplant the real use of English into an in-classroom multimedia environment to improve students' interpretative skills. It is helpful for teachers to use the characteristics of contexts in teaching materials to enable students to learn when and where they should speak English in line with the discourse and ultimately improve their English language skills. Teachers can also use multimedia to help students to predict the text in order to grasp the context and enhance their comprehension skills and improve their communicative competence effectively in different contexts.

Seventh, to achieve the success of multimedia English teaching in context creation, English teachers should involve their own sincere feelings in the classroom and make use of multimedia to stimulate students' emotions. This is a joint method, where the two elements complement each other to promote and optimize the context creation of multimedia English teaching, which is one of the internal driving forces of students' learning interest. The learning process can stimulate students' desire to learn, so that students leave with positive feelings after class. English teachers should also learn to explore aesthetic factors in the context creation in multimedia language teaching, and make use of the "display" functions of multimedia to make timely demonstrations to help students learn about the aesthetic capacity of English, so that they are able to express their personalities in the foreign language.

Optimization of Memrise English Teaching to Achieve Context Creation

Through sharing information and course resources on the Internet, some basic public required courses such as *"computer"* and *"College English"* have brought about teaching reform and course construction, as well as optimizing the context of the multimedia teaching of English. Currently, software such as *PowerPoint*, *Author ware*, *Flash*, *Director*, and *Founder Author Tool* can all be used to make multimedia courseware. We believe that it is quite important for English teachers to learn, master, and create interactive courseware to optimize the context creation of ELT. It is also important that English teachers fulfill the aim of multimedia English teaching for the purpose of context creation through meeting certain requirements such as *Intuition with Association*, *Inference with Summary*, and *Cooperation with Interaction*, as well as being aware of the relationships between them.

Concerning the development of technology in future, it can be said that the use of multimedia English teaching will be further developed and combined with the use of the Internet. The process of English learning will be more student-centered but less time-consuming. Therefore, it promises that the teaching quality will be improved and

students' applied English skills can be effectively cultivated, meaning that students' communicative competence will be further developed. It is also important that using multimedia English Teaching can be an appropriate method to help students to "get a sense of the sociocultural context in which the language is used and raising students' language awareness.

Conclusion

Based the explanation, Memrise is a very important platform to improve the knowledge, especially for learning new languages. Inside of the platform provides many interesting features and give many advantages from learning vocabulary because it is the first step before when we learn new language. To help students learning English well, teachers can use multimedia. In addition, it is very good for teacher who want to apply this platform for their learning because it will interesting. One of the ultimate goals of Memrise in language teaching is to promote students' motivation and learning interest, which can be a practical way to get them involved in the language learning. Context creation of ELT should be flexible to fit the students' needs. Moreover, a good multimedia English teaching context should be based on the openness and accessibility of the teaching materials and

information. During the process of optimizing the multimedia English teaching, students are not too dependent on their mother tongue or first language, but will be motivated and guided to communicate with each other using English.

CONCLUSION

Based the explanation, Memrise is a very important platform to improve the knowledge, especially for learning new languages. Inside of the platform provides many interesting features and give many advantages from learning vocabulary because it is the first step before when we learn new language. To help students learning English well, teachers can use multimedia. In addition, it is very good for teacher who want to apply this platform for their learning because it will interesting. One of the ultimate goals of Memrise in language teaching is to promote students' motivation and learning interest, which can be a practical way to get them involved in the language learning. Context creation of ELT should be flexible to fit the students' needs. Moreover, a good multimedia English teaching context should be based on the openness and accessibility of the teaching materials and information. During the process of optimizing the multimedia English teaching, students are not too dependent on their mother tongue or

first language, but will be motivated and guided to communicate with each other using English.

REFERENCES

Affandi, Muhammad Hasan and Ahmad Syafi 'i. 2018. Memrise As A Builder Students Vocabulary. *EFEKTOR Journal.* ISSN. 2355-956X ; 0854-1922. Volume 5 Nomor 1 Tahun 2018. Page. 32 to 38.

Brown, H. Douglas (4rd ed). 2000. *Teaching by Principles.* New York: Addison Wesley Longman, Inc.

Brown, Yule. 1983. *Discourse Analysis.* London: Cambridge University Press.

Block, David & Deborah Cameron. 2002. *Globalization and Language Teaching.* London: London: Routledge Group.

Carla, Meskill. *Listening Skills Development through Multimedia*. New York: University at Albany, State University of New York.

Floris, F.D. (2014). Introducing English as an International Language (EIL) to Pre-Service Teachers in a World English Course. *PASAA Journal,* 47 (January – June 2014), 215 – 231.

Floris, F.D. (2013). Exploring Beliefs of Pre-Service Teachers toward English as an

International Language. ThaiTESOL Journal, 26 (1), 46-75.

Fairclough, N. (1995). *Critical discourse analysis*. London: Longman

Gabrielatos, C. (2002). Inference procedures and implications for ELT. First published in R.P. Millrood (Ed.), (2002). *Research Methodology: Discourse in teaching a foreign language* (pp. 30-52). Tambov: Tambov State University Press. Also available through ERIC (accession number ED476840). Retrieved January 20, 2006 from http://www.gabrielatos.com/Inference.htm.

Galaczi, D., Evelina. 2008. Interactional Competence Across Proficiency Levels. How do Learners Manage Interaction in Paired Speaking Test. *Journal Language Assessment Quarterly*. Volume 5:2, 553-574. DOI: 10.1080/154300801934702

Gan, Zhengdong. 2010. Interaction in Group Oral Assessment: A Case Study of Higher and lower Scoring Students. SAGE Journals. ISSN. 0265-5322, E-ISSN 1477-0946, July 2, 2010. *https://doi.org/10.1177/0265532210364049*. Page 585-602.

Genc, Bilal and Erdogan Bada. 2005. Culture in Language Learning and Teaching. 5(1).

The Reading Matrix. Available in: *www.readingmatrix.com/articles/genc_bada/article.pdf -. Accessed on June, 2018*

Grice, H. P. (1989). *Studies in the way of words*. London: Harvard University Press.

Hardy, Thomas. Teaching English as an International Language:Cultural issues [1] *tb.sanseido.co.jp/english/newcrown/pdf/ten005/vol05_11.pdf*

Herlina, Melati. Teaching Speaking by Using Curiosity Box Strategy to Vocational Level Students. Proceedings of ISELT FBS Universitas Negeri Padang. Vol 6 (2018): *Prosiding of The Sixth International Conference on English Language and Teaching (ICOELT-6). ISBN: 978-602-17017-3-7.* Available at:<http://103.216.87.80/index.php/selt/article/view/100141>. *Date accessed*: sept. 20, 2018.

Huda, Nuril. (undated). Language Learning and Teaching: Issues and Trends. Malang, Indonesia: Universitas Negeri Malang Publisher.

Jiang, Yongmei. 2009. On the Integration of Culture into EFL Teaching. Asian Culture and History 1 (2). Available in: wwwcsenet.org/journalhtml. Accessed on August 20, 2018.

Jorgensen, Marianne and Louise Philips. 2002. *Discourse Analysis: As Theory*

and Method. London: SAGE Publication.

Lazar, G. (1996). Using figurative language to expand students' vocabulary. *ELT Journal*, *50* (1), 43-51.

Apriani, Luthfiyah; Melati, Melati. Enhancing Students' Writing Skill Through Blogging. *Edu-Ling: Journal of English Education and Linguistics,* [S.l.], v. 1, n. 2, p. 10-18, july 2018. ISSN 2621-5128. Available at: <https://journals.unihaz.ac.id/index.php/edu-ling/article/view/451>. Date accessed: 30 oct. 2018. doi: https://doi.org/10.32663/edu-ling.v1i2.451.

Matsuda, A. (2018). Is Teaching English as an International Language All about Being Politically Correct? *RELC Journal*, 49(1), 24–35.

McKay, Sandra Lee. 2002. Teaching English as an International Language: Rethinking Goals and Approaches. New York: Oxford University Press.

McCarthy, Michael. 1991. *Discourse Analysis for Language Teachers*. Cambridge: CUP

Melati, M. (2017). The Effect of Group Investigation (GI) Model and Learning Style toward Students' Economic English Competence of Prof. Dr. Hazairin, SH. *Edu-Ling: Journal of English Education and Linguistics, P-ISSN 2614-7343 E-ISSN 2621-5128*. *1*(1), 16-20.

Rogers, S., Johnson, B., Van Eck, R., Van Haneghan, J. & Martin, S. (2017). An MMORPG with Language Learning Strategic Activities to Improve English Grammar, Listening, Reading, and Vocabulary. In P. Resta & S. Smith (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 451-463). Austin, TX, United States: Association for the Advancement of Computing in Education (AACE). Retrieved September 1, 2018 from https://www.learntechlib.org/primary/p/177334/.

Turkan, Sultan and Servet Celik. Integrating culture into EFL texts and classrooms: Suggested lesson plans . Novitas Royal. Research on Youth Language. 1 (1) pp. 18-33.