

Students' Perceptions and Experiences of Using Memrise For Learning English Vocabulary: A Mixed-Methods Study

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Abstract

This study examines students' perceptions and experiences regarding the use of the Memrise application for English vocabulary learning within the English Education Department at the University of Mataram, utilizing the Technology Acceptance Model (TAM) as a theoretical framework. A mixed-methods design was employed, combining a descriptive quantitative approach with qualitative interviews. Questionnaire data were collected from 38 second-year students who had used Memrise for at least three months, while semi-structured interviews were conducted with 10 selected students to gain deeper insight into their experiences. Quantitative data were analyzed using descriptive statistics, whereas qualitative data were analyzed using the Miles and Huberman interactive model. The findings indicate that students held positive perceptions regarding Memrise's usefulness (mean scores of 3.58–3.95) and ease of use (mean scores of 3.58–4.05). Key benefits identified included vocabulary retention through repetition, pronunciation practice, and learning flexibility. However, students also encountered challenges, such as internet connectivity issues (mean score of 3.53), limitations regarding premium features, and a scarcity of advanced-level vocabulary materials. The study concludes that Memrise is perceived positively as a supportive and flexible vocabulary learning tool, although improvements in accessibility and content variety are needed. This research contributes to the literature on technology-based vocabulary learning and the application of TAM within the context of Indonesian higher education.

Keywords: Memrise, English Vocabulary Learning, Students' Perceptions, Students' Experiences.

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INTRODUCTION

In today's digital era, the use of digital applications has become increasingly common in education, including language learning. Technological advancements have significantly influenced the educational landscape by providing easier access to learning resources and enabling students to enhance their skills and understanding of course material (Saleh & Abdel-Al Ibrahim, 2025). In line with this trend, lecturers at the University of Mataram have actively explored innovative, learner-centered approaches to English language teaching, particularly by integrating technology into language learning practices (Lestari et al., 2024). Technology also enables students to learn anytime and anywhere, supporting flexible and autonomous learning – factors

that are highly relevant for university students, who are expected to take greater responsibility for their own learning processes (Pasaribu et al., 2024). Consequently, digital learning applications have become vital tools that support language learning both inside and outside the classroom.

Among the various aspects of language learning, vocabulary plays a fundamental role in developing English language proficiency. English proficiency has become increasingly important in academic, professional, and social contexts as global communication, international trade, and cross-cultural interactions continue to expand (Sholihah et al., 2024). For students in English Education programs, vocabulary mastery is crucial, as it serves as the foundation for listening, speaking, reading, and writing skills (Nation, 2013; Schmitt, 2010). At the university level, students are required to comprehend academic texts, participate in class discussions, deliver presentations, complete assignments, and express ideas effectively in English. Therefore, adequate vocabulary knowledge is essential to support academic achievement and future professional development.

Despite its importance, vocabulary learning remains a challenge for many university students. Observations of second-year students in the English Education Department indicate that many still struggle with inadequate vocabulary mastery (Melani et al., 2021), particularly regarding the intermediate-level vocabulary required for academic study. Students often struggle to remember newly learned vocabulary, recall previously learned words, and use vocabulary confidently in communication. Similar difficulties have been identified in the local educational context, where students require more effective and engaging strategies to improve their vocabulary mastery (Crismeilani et al., 2025). Previous research has also reported that students frequently experience poor vocabulary retention and boredom when learning vocabulary through conventional methods (Hasanah et al., 2022; Suryani, 2022). These challenges can hinder students' ability to comprehend academic material and communicate effectively in English.

Given these circumstances, second-year English Education students require learning tools that provide repeated vocabulary exposure, opportunities for regular review, pronunciation support, and flexible learning experiences accessible outside of class hours. They also need learning media that foster independent learning while maintaining motivation and engagement. Research conducted by lecturers at the University of Mataram has demonstrated that students' vocabulary mastery can be enhanced through interactive, technology-based learning activities that boost engagement and motivation (Sani et al., 2024). Therefore, technology-supported vocabulary learning applications have the potential to address students' learning needs more effectively than traditional approaches alone.

Given these circumstances, second-year English Education students require learning tools that provide repeated vocabulary exposure, opportunities for routine material review, pronunciation support, and a flexible learning experience accessible outside of class hours. They also need learning media that foster learner autonomy while maintaining motivation and engagement. Research conducted by University of Mataram lecturers indicates that students' vocabulary mastery can be enhanced through technology-based interactive learning activities that stimulate engagement and motivation (Sani et al., 2024). Therefore, technology-based vocabulary learning

applications have the potential to meet students' learning needs more effectively than traditional approaches alone.

To support vocabulary learning, various digital applications—such as Duolingo, Quizlet, Anki, and Memrise—are widely used by language learners. Each application offers a distinct approach to vocabulary mastery and language acquisition. Among these, Memrise offers specific features highly relevant to the vocabulary learning needs of second-year English Education students. Memrise is a digital language learning application designed to help learners memorize words and phrases using spaced repetition techniques that support long-term memory retention (Dalimunthe, 2021). Unlike Duolingo, which focuses on overall language proficiency, Memrise places greater emphasis on vocabulary mastery and retention. Compared to Quizlet, which relies primarily on flashcard-based learning, Memrise incorporates audiovisual content featuring native speakers, allowing learners to hear authentic pronunciation and observe language usage in context. Furthermore, while Anki offers robust spaced repetition features, it often requires users to create or customize their own study materials. In contrast, Memrise provides ready-made vocabulary courses, pronunciation support, gamified review activities, and contextual vocabulary exposure within a user-friendly platform (Memrise, 2023). These features align well with students' needs for repeated exposure, pronunciation practice, structured learning materials, and flexible opportunities for independent study. Furthermore, Memrise enables students to continue learning outside the classroom via mobile devices, allowing them to review vocabulary and track their progress at their own pace. Previous research indicates that Memrise contributes positively to vocabulary mastery and learning motivation (Hasanah et al., 2022; Nguyen et al., 2023). These findings suggest that Memrise has the potential to effectively support English vocabulary learning. However, the successful implementation of a learning application depends not only on its features but also on how learners perceive and experience using it during the learning process. Based on the Technology Acceptance Model (TAM) proposed by Davis (1989), user acceptance of technology is influenced by two key factors: perceived usefulness and perceived ease of use. In the context of vocabulary learning, students may consider Memrise useful if it helps them improve their vocabulary mastery, save study time, or support independent learning. Similarly, students may find Memrise easy to use if its features are readily accessible, intuitive, and practical for study activities. On the other hand, students may also encounter various obstacles, such as limited access to premium content, internet connectivity issues, or difficulties in using specific features.

Although numerous studies have investigated the use of Memrise in English language learning, most have focused on its effectiveness in enhancing vocabulary mastery, learning outcomes, or motivation (Hasanah et al., 2022; Nguyen et al., 2023; Ramadhiani, 2025). These studies generally employ quantitative approaches to examine the impact of Memrise on students' vocabulary achievement. While their findings provide valuable evidence regarding the app's effectiveness, they offer limited insight into how students actually experience using Memrise during the vocabulary learning process. Furthermore, prior research has rarely examined students' perceptions and experiences with Memrise through the lens of the Technology Acceptance Model (TAM), particularly regarding perceived usefulness

and perceived ease of use. Additionally, limited research has investigated the challenges students face when using Memrise for autonomous English vocabulary learning within the Indonesian higher education context. Therefore, this study aims to examine the perceptions and experiences of second-year students in the English Education Department at the University of Mataram regarding the use of the Memrise app for English vocabulary learning. Specifically, this study addresses the following research questions: (1) What are students' perceptions regarding the usefulness of Memrise in English vocabulary learning? (2) What are students' perceptions regarding the ease of use of Memrise in English vocabulary learning? (3) What challenges do students face when using Memrise? The findings of this study are expected to provide a better understanding of how university students perceive and experience technology-based vocabulary learning via Memrise, as well as contribute to the development of more effective technology-assisted vocabulary learning practices.

METHOD

This study employs a mixed-methods design that combines a descriptive quantitative approach with qualitative interviews. The descriptive quantitative approach is used to describe students' perceptions regarding the usefulness of Memrise, its ease of use, and the challenges they face while learning English vocabulary. To complement the quantitative findings, semi-structured interviews were conducted to gain a deeper understanding of the students' experiences using the application. By integrating quantitative and qualitative data, this study provides a more comprehensive understanding of students' perceptions and experiences regarding the use of Memrise for English vocabulary learning.

The study population consists of second-year students in the English Education Department at the University of Mataram who have used the Memrise application to learn English vocabulary. Although there are eight second-year classes in total, only five classes have implemented the Memrise application in their vocabulary learning activities—specifically for learning intermediate-level vocabulary and academic vocabulary related to reading comprehension, class discussions, and academic writing assignments. Therefore, only students from these five classes were included in the study population, as they met the criteria relevant to the research objectives. The total population comprises approximately 128 students, after excluding those who had used Memrise for less than three months or were not enrolled in intermediate-level courses. To determine the sample size, the study refers to Arikunto (2010), who states that if the population exceeds 100, the sample can be drawn from 10–15% or 20–25% of the total population. Based on this guideline, 25% of the population was selected as the research sample, resulting in a total of 38 students. The study utilizes random sampling; the researcher obtained a list of students from the five classes meeting the inclusion criteria, and a random number generator was used to select 38 students from the eligible population. According to Arikunto (2010), random sampling is a technique in which every member of the population has an equal chance of being selected for the sample. This technique is appropriate when the population is considered relatively homogeneous regarding the variables under study (Sugiyono, 2017).

The primary data collection method was a questionnaire distributed via WhatsApp. The researcher contacted the class representatives of second-year English Education students at the University of Mataram and requested their assistance in sharing a Google Form link with their classmates. This approach ensured that the questionnaire reached students who met the inclusion criteria and had experience using Memrise for vocabulary learning. Prior to use, the questionnaire instrument underwent a content validity assessment by two experts in the fields of English language teaching and educational technology. Based on their feedback, several items were revised for clarity and relevance. The questionnaire consisted of 25 Likert-scale statements measuring three research variables: Perceived Usefulness (PU), Perceived Ease of Use (PEOU), and Challenges. Participants responded using a 5-point Likert scale, ranging from Strongly Disagree (1) to Strongly Agree (5). The instrument was pilot-tested with 35 students who were not part of the main research sample but shared similar characteristics; this ensured that the validity test did not deplete the main research sample. Only responses from students meeting the inclusion criteria – second-year English Education students who had used the Memrise application for at least three months – were included in the analysis. A total of 38 valid responses were collected during the data collection period.

Instrument validity was tested using the Pearson Product-Moment correlation, which correlates each item score with the total score of the corresponding variable. This validity test involved 35 respondents; therefore, the degrees of freedom were calculated using the formula: $df = N - 2 = 33$. At a significance level of 0.05 (two-tailed), the obtained *r*-table value was 0.333. All items for the variables Perceived Usefulness, Perceived Ease of Use, and Challenges yielded calculated *r*-values well above the *r*-table value, indicating that all items are valid and effectively measure the respective variables. Instrument reliability was tested using the Cronbach's Alpha method. All variables in this study exhibited alpha values greater than 0.60, demonstrating that the instrument is reliable and suitable for further analysis.

To gain a deeper understanding of the student experiences supporting the questionnaire findings, semi-structured interviews were conducted with ten selected participants. Participants were recruited on a voluntary basis from among the students who had completed the questionnaire and were willing to share their experiences using the Memrise application. Interviews were conducted via Google Meet or in person. This format allowed participants to describe their experiences in greater depth, particularly regarding the usefulness of Memrise, perceived ease of use, and challenges encountered during English vocabulary learning. An interview guide was developed based on the three key areas of the questionnaire and reviewed by experts to ensure the questions could elicit in-depth information relevant to the research objectives.

Quantitative data were analyzed using descriptive statistics, including frequencies, percentages, and mean scores. Mean scores were interpreted using the following categories: 1.00–1.80 = Very Low, 1.81–2.60 = Low, 2.61–3.40 = Moderate, 3.41–4.20 = High, and 4.21–5.00 = Very High. Qualitative data were analyzed using the interactive model proposed by Miles and Huberman (1984), which comprises three interconnected stages: data reduction, data display, and conclusion drawing/verification. Data reduction refers to the process of selecting, focusing,

simplifying, and organizing raw data obtained from the questionnaires and interview transcripts. Data display refers to presenting data in a structured and meaningful format, enabling the researcher to understand patterns and relationships within the findings. The final stage involves drawing conclusions from the reduced and displayed data. Data triangulation was employed by comparing questionnaire findings (Likert scale responses) with interview results (in-depth explanations) to ensure the validity of the findings. Pearson correlation analysis was also conducted to examine the relationship between perceived usefulness and perceived ease of use.

RESULTS AND DISCUSSION

Students' Perceptions of the Usefulness of Memrise

Based on the results of the frequency test for the Perceived Usefulness indicator, 38 respondents were involved in this study. Each statement was analyzed based on the respondents' choices of Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). In addition, the mean score was used to determine the tendency of respondents' answers for each statement. Table 1 presents the results of students' perceptions of the usefulness of the Memrise application in learning English vocabulary.

Table 1. Students' Perceptions of the Usefulness of the Memrise Application in Learning English Vocabulary

No	Statement	SA (%)	A (%)	N (%)	D (%)	SD (%)	Mean
1	The features in Memrise help me learn English vocabulary.	31.6	39.5	21.1	2.6	5.3	3.89
2	Memrise helps me master English vocabulary effectively.	21.1	47.4	21.1	5.3	5.3	3.74
3	The English vocabulary provided in Memrise is relevant to my learning needs.	23.7	44.7	23.7	7.9	0.0	3.84
4	Memrise helps me save time when learning English vocabulary.	15.8	55.3	23.7	5.3	0.0	3.82
5	Memrise helps me reduce the cost of learning English.	28.9	47.4	15.8	5.3	2.6	3.95
6	Memrise saves both time and money according to my learning needs.	26.3	39.5	23.7	2.6	7.9	3.74
7	Memrise helps me learn English vocabulary quickly.	18.4	47.4	26.3	5.3	2.6	3.74
8	The learning media in Memrise increases my motivation to learn.	10.5	44.7	39.5	2.6	2.6	3.58
9	After using Memrise, I feel its benefits for my English learning.	26.3	44.7	23.7	2.6	2.6	3.89
10	Memrise is useful for improving my English vocabulary.	21.1	44.7	26.3	7.9	0.0	3.79

The mean scores for each item ranged from 3.58 to 3.95, indicating that respondents' responses generally fell into the neutral-to-agree and agree categories. The item with the highest mean score was "Memrise helps me reduce the cost of

learning English" with a mean score of 3.95, while the item with the lowest mean score was "The learning media in Memrise increases my motivation to learn" with a mean score of 3.58. Overall, the frequency test results showed that the majority of respondents selected the Agree (A) and Strongly Agree (SA) categories, indicating that the respondents had positive perceptions of the usefulness of using the Memrise application in learning English vocabulary.

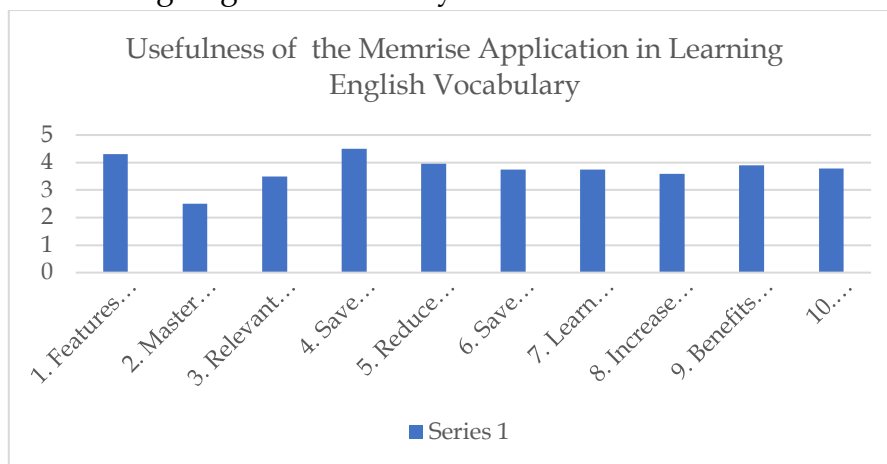


Figure 1. Students' Perceptions of the Usefulness of the Memrise Application in Learning English Vocabulary

Students' Perceptions of the Ease of Using Memrise

Based on the results of the frequency test for the Perceived Ease of Use indicator, 38 respondents were included in this study. Each statement was analyzed based on the respondents' choices of Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). Table 2 presents the results of students' perceptions of the ease of using the Memrise application in learning English vocabulary.

Table 2. Students' Perceptions of the Ease of Using the Memrise Application in Learning English Vocabulary

No	Statement	SA (%)	A (%)	N (%)	D (%)	SD (%)	Mean
1	I find it easy to learn how to use the Memrise application.	23.7	44.7	28.9	0.0	2.6	3.87
2	I need only a short time to understand how Memrise works.	18.4	44.7	34.2	2.6	0.0	3.79
3	Learning English vocabulary through Memrise is easy to understand.	28.9	36.8	26.3	5.3	2.6	3.84
4	The Memrise interface is easy to understand.	23.7	42.1	28.9	2.6	2.6	3.82
5	The Memrise interface is easy to use.	26.3	42.1	26.3	5.3	0.0	3.89
6	Memrise has clear and easy-to-understand features.	21.1	50.0	21.1	7.9	0.0	3.84
7	I can use Memrise anytime and anywhere to learn English.	31.6	47.4	15.8	5.3	0.0	4.05
8	Memrise is easy to use on any device (phone, laptop, tablet).	34.2	42.1	13.2	5.3	5.3	3.95

9	It is easy for me to contact the help center when experiencing problems.	15.8	28.9	52.6	2.6	0.0	3.58
10	Memrise provides responsive technical support (e.g., FAQ, chat support).	7.9	55.3	34.2	2.6	0.0	3.68

The mean scores for each item ranged from 3.58 to 4.05, indicating that respondents' responses generally fell into the neutral-to-agree and agree categories. The item with the highest mean score was "I can use Memrise anytime and anywhere to learn English" with a mean score of 4.05, while the item with the lowest mean score was "It is easy for me to contact the help center when experiencing problems with Memrise" with a mean score of 3.58. Overall, the frequency test results showed that the majority of respondents selected the Agree (A) and Strongly Agree (SA) categories, indicating that the respondents had positive perceptions of the Memrise application's ease of use.

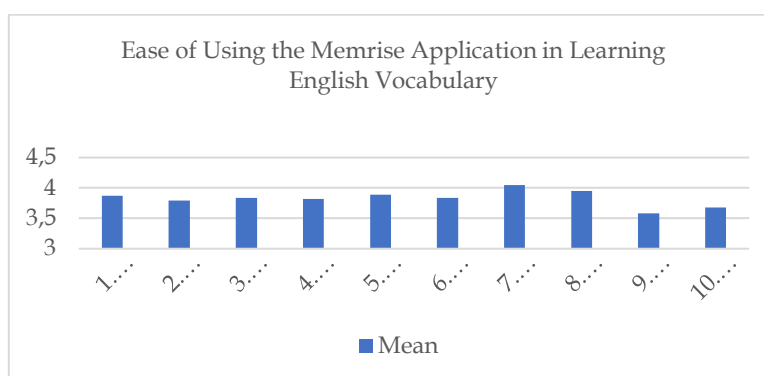


Figure 2. Students' Perceptions of the Ease of Using the Memrise Application in Learning English Vocabulary

Challenges Faced by Students when Using Memrise

Based on the results of the frequency test for the Challenges indicator, 38 respondents were involved in this study. Each statement was analyzed based on the respondents' choices of Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). Table 3 presents the results of challenges faced by students when using the Memrise application to learn English vocabulary.

Table 3. Challenges Faced by Students when Using the Memrise Application to Learn English Vocabulary

No	Statement	SA (%)	A (%)	N (%)	D (%)	SD (%)	Mean
1	I have difficulty accessing certain features in Memrise.	2.6	23.7	47.4	23.7	2.6	3.00
2	Some features in Memrise require a premium subscription, which becomes a barrier for me.	7.9	34.2	47.4	5.3	5.3	3.34
3	My internet connection affects my experience when using Memrise.	18.4	31.6	36.8	10.5	2.6	3.53
4	Some features of Memrise do not meet my needs for learning English vocabulary.	7.9	34.2	34.2	21.1	2.6	3.24

5	I feel that the English vocabulary materials in Memrise are still limited.	10.5	23.7	50.0	15.8	0.0	3.29
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Interview Results

The interview section included 10 participants with experience using the Memrise application to learn English vocabulary. Based on the interview results, most participants expressed positive views on the usefulness of Memrise in supporting their English vocabulary learning. Most participants explained that the features available in Memrise helped them learn vocabulary more effectively. Participant 1 stated: *"The repetition feature helps me remember vocabulary more easily because the words appear again and again during practice."* Similarly, Participant 4 explained: *"The pronunciation audio is very useful because I can learn both the meaning and the correct pronunciation of the words."*

Regarding Memrise's effectiveness in mastering English vocabulary, most participants agreed that the application helped them gradually improve their vocabulary. Participant 7 stated: *"I can memorize vocabulary faster because the exercises are simple and repeated many times."* Regarding learning needs, most participants perceived the vocabulary materials provided in Memrise as relevant to their English learning. Participant 3 explained: *"Most of the vocabulary is useful for daily conversation and classroom learning, although some topics are not really related to my needs."*

The interview results also showed that Memrise helped participants save time in learning English vocabulary. Participant 6 stated: *"Using Memrise is faster than searching for vocabulary in books because everything is already available in the application."* In addition, several participants mentioned that using Memrise reduced learning costs. Participant 2 explained: *"I can study vocabulary without buying many books, so it helps me save money."* Regarding motivation to learn, most participants reported that the Memrise learning media increased their motivation. Participant 8 stated: *"The application is interesting and fun to use, so I feel more motivated to study vocabulary."*

Regarding perceived ease of use, most participants reported that their first experience with Memrise was relatively easy because the application offered a simple interface and clear instructions. Participant 1 stated: *"At the beginning, it was quite easy to use because the menus and instructions were clear."* The interview findings also revealed that the flexibility of using Memrise at any time and from anywhere strongly supported participants' English learning activities. Participant 9 stated: *"I usually use Memrise at night or when I have free time because I can study anywhere with my phone."* Most participants also stated that Memrise could be used easily on different devices, such as phones and laptops.

Regarding challenges, most participants reported occasionally experiencing difficulties accessing certain features in Memrise. Participant 2 stated: *"Some features cannot be accessed freely, so sometimes it is difficult to use all learning materials."* Another challenge frequently mentioned by participants was internet connection problems. Participant 4 stated: *"Sometimes the application becomes slow because of poor internet connection, especially when opening audio features."* Regarding feature suitability, several

participants noted that some features in Memrise did not fully align with their personal learning needs. Participant 6 stated: *"Some vocabulary topics are useful, but I hope there will be more materials related to academic learning."*

The research findings reveal that respondents hold a positive perception regarding the usefulness of Memrise for English vocabulary learning. Based on the questionnaire results, the majority of respondents selected the "Agree" (S) and "Strongly Agree" (SS) categories for all statements concerning perceived usefulness. Mean scores ranged from 3.58 to 3.95, indicating that respondents generally agreed that Memrise is useful for enhancing their English vocabulary learning. These findings are consistent with previous research reporting that digital vocabulary applications can support students' vocabulary development and learning effectiveness (Aprizal & Wachyudi, 2024; Hasanah et al., 2022).

The highest mean score – 3.95 – was recorded for the statement "Memrise helps me reduce the cost of English language learning." This finding suggests that students perceive Memrise as an economical learning tool, as it allows them to access vocabulary learning materials without purchasing additional books or printed dictionaries. Interview findings also support this result, as several participants explained that Memrise's free features were sufficient for their vocabulary learning activities. These findings also align with the research of Amrullah et al. (2023), who found that students perceive ICT-based learning applications as practical and beneficial for supporting independent learning activities.

Another significant finding concerns the effectiveness of Memrise in helping students master vocabulary. Most participants stated that features such as repetition exercises, quizzes, pronunciation audio, and flashcards helped them recall vocabulary more easily. Similar findings were reported by Zohoorian et al. (2022), who found that Memrise supports vocabulary acquisition and learner autonomy through repetitive and interactive learning activities. Interview results also indicate that students perceive the application as practical and flexible, as they can access learning materials anytime and anywhere via their smartphones. These findings are further supported by Nguyen et al. (2023), who explain that Memrise enables learners to access vocabulary learning materials flexibly through mobile devices. Furthermore, respondents agreed that the vocabulary material provided on Memrise was relevant to their learning needs. Many participants noted that the vocabulary frequently appeared in classroom instruction, daily communication, and academic activities. These findings indicate that the application successfully supported vocabulary learning linked to the students' real-world learning contexts. Crismeilani et al. (2025) also explain that relevant vocabulary material can help students connect vocabulary acquisition with classroom learning activities and everyday communication. However, the lowest average score in this section – 3.58 – was for the statement, "The learning materials on Memrise increase my motivation to learn." Although respondents generally agreed with the statement, the findings suggest that students may experience fluctuating levels of motivation when using the application over an

extended period. Similar findings were reported by Fadilah and Tatang (2024), who observed that some students experienced a decline in motivation following repetitive vocabulary learning activities over time.

The research findings also indicate that students hold a positive perception regarding the ease of using Memrise. Based on the questionnaire results, the majority of respondents selected "Agree" (S) or "Strongly Agree" (SS) for all statements concerning the perceived ease of use. Mean scores ranged from 3.58 to 4.05, indicating that respondents generally perceived Memrise as easy to use. These findings align with Amrullah et al. (2023), who stated that students tend to respond positively to learning technologies when applications are easy to operate and accessible for learning activities. The statement with the highest mean score was "I can use Memrise anytime and anywhere to learn English," with a score of 4.05. This finding suggests that flexibility is one of the key advantages perceived by students. Most participants stated in interviews that they typically used Memrise during their spare time – such as before bed, while waiting for class, or outside of scheduled lecture hours. Smartphone portability and internet accessibility make vocabulary learning more flexible and convenient. Similar findings were reported by Ramadhiani (2025), who found that students perceived Memrise as flexible due to its accessibility anytime and anywhere via smartphones.

Respondents also agreed that the Memrise interface is easy to understand and user-friendly. Interview findings revealed that most participants appreciated the app's clear instructions, organized menus, and attractive visual design. These features enable students to navigate the application and access learning materials independently. The simplicity of the interface also helps students quickly grasp how the app works without requiring additional guidance. Furthermore, Saputra et al. (2021) explained that a simple digital learning interface can facilitate greater student independence in technology-assisted learning activities. Another significant finding is that students perceived the learning materials and features within Memrise as easy to understand. Features such as quizzes, repetition exercises, pronunciation audio, and flashcards support interactive vocabulary learning for students. The use of multimedia features in vocabulary learning apps has also been found to support students' understanding of pronunciation and word meanings (Nguyen et al., 2023).

The finding that students perceive Memrise as useful (mean scores of 3.58–3.95) and easy to use (mean scores of 3.58–4.05) aligns with the Technology Acceptance Model (TAM) proposed by Davis (1989), which posits that perceived usefulness and perceived ease of use are key determinants of technology acceptance. High scores in both dimensions indicate that Memrise meets the criteria for technology acceptance in this educational context. However, moderate scores on the challenge indicators (mean scores of 3.00–3.53) suggest that external factors – such as internet connectivity – can moderate the relationship between perception and actual usage, a factor not fully addressed in the original TAM framework. These findings extend the understanding of TAM by identifying contextual challenges that influence technology acceptance in vocabulary learning.

Nevertheless, the statement with the lowest mean score in this section was "It is easy for me to contact the help center when experiencing problems with Memrise," with a mean score of 3.58. This finding indicates that some students remain uncertain about the accessibility of technical support services. Interview findings revealed that some participants rarely contacted the help center directly, preferring instead to resolve issues independently or consult the FAQ section. Overall, the findings indicate that Memrise is considered user-friendly and accessible for vocabulary learning. The app's simple design, flexibility, and interactive learning features contribute positively to the students' learning experience.

Although the findings generally indicate a positive perception of Memrise, several challenges were also identified. Based on the questionnaire results, the majority of respondents selected the "Neutral" (N) response—followed by "Agree" (A)—regarding statements about the challenges of using Memrise. Mean scores ranged from 3.00 to 3.53, indicating that the challenges experienced by students were at a moderate level. The highest mean score in this section was 3.53, corresponding to the statement: "My internet connection affects my experience when using Memrise." This finding suggests that internet connectivity is a primary challenge for students. Interview findings support this result, as many participants explained that unstable internet connections affected the loading of quizzes, pronunciation audio, and learning materials. Students studying in areas with weak internet signals experienced greater difficulty accessing the application smoothly. Similar challenges were identified by Stockwell (2010), who noted that internet access remains a major limitation in mobile-assisted language learning.

Another challenge identified in this study relates to the limitations of the premium subscription. Several participants stated that certain advanced features and learning materials were accessible only through a premium subscription. Consequently, students using the free version faced limitations in accessing comprehensive learning resources. However, some participants also noted that the free version remained useful for learning basic vocabulary. These findings suggest that limited access can affect students' opportunities to maximize their use of digital learning applications. The findings also revealed that some students perceived the vocabulary materials on Memrise as limited in terms of topic variety and difficulty levels. Some participants expressed a desire for more advanced vocabulary materials, grammar explanations, and academic vocabulary content. Similar findings were reported by Hasanah et al. (2022), who found that some students desired more diverse and context-specific vocabulary materials in vocabulary learning applications. Additionally, some participants mentioned that repetitive learning activities could become monotonous over time. This situation may reduce students' motivation to continue practicing vocabulary regularly. Similar findings were reported by Fadilah and Tatang (2024), who discovered that repetitive vocabulary exercises could gradually diminish students' motivation and engagement during learning activities. Therefore, more varied and interactive learning activities could help sustain student interest and engagement.

This study has several limitations that should be acknowledged. First, the sample size of 38 students limits the generalizability of the findings to other contexts. Second, self-reported data may be susceptible to social desirability bias. Third, this study did not measure actual vocabulary achievement, focusing instead on perceptions. Future research should incorporate pre-tests and post-tests to examine the relationship between perceptions and actual learning outcomes. Fourth, this study focused on only one application and a single institutional context; thus, further research across diverse educational settings is warranted.

CONCLUSION

Based on the findings and discussion of this study, it can be concluded that the Memrise application was generally perceived positively by second-year students of the English Education Department at the University of Mataram in learning English vocabulary. The findings from both the questionnaire and interview results showed that Memrise provided various benefits and effectively supported students' vocabulary learning activities. Students perceived Memrise as useful for improving their English vocabulary through features such as repetition exercises, quizzes, pronunciation audio, flashcards, and interactive learning activities. The application also helped students save time and reduce learning costs because it could be accessed easily through mobile devices. Regarding ease of use, students found Memrise user-friendly with a simple interface, clear instructions, and well-organized features that allowed them to learn anytime and anywhere. However, students also encountered several challenges, including unstable internet connections, limitations of premium subscription features, and limited variety of vocabulary materials for advanced learning needs. Despite these challenges, most students still had positive perceptions of the application and believed Memrise contributed to their vocabulary learning. Overall, this study demonstrates that Memrise is considered a useful, flexible, and easy-to-use application for supporting English vocabulary learning, and its integration into language learning practices can provide students with meaningful and engaging learning experiences.

RECOMMENDATIONS

Based on the findings and conclusions of this study, several recommendations are proposed for teachers, students, Memrise developers, and future researchers. Teachers are encouraged to integrate technology-assisted learning applications, such as Memrise, into vocabulary learning activities to support classroom instruction by providing interactive and flexible learning opportunities, while also guiding students in selecting appropriate vocabulary materials and encouraging them to use digital learning applications effectively as part of independent learning activities. Students are encouraged to use Memrise regularly as a supplementary learning tool to improve their English vocabulary mastery, combine the application with other learning strategies such as reading, sentence writing, pronunciation practice, and classroom discussions to maximize vocabulary learning outcomes, and manage their learning time consistently to maintain motivation and avoid boredom during repetitive

learning activities. Memrise developers are suggested to improve the application by expanding vocabulary materials especially for academic and advanced English learning, improving offline accessibility, reducing limitations related to premium features so that more students can access learning materials equally, and incorporating more varied and interactive learning activities to help maintain students' motivation and engagement in vocabulary learning over the long term. Future researchers are encouraged to conduct similar studies with larger sample sizes and in different educational contexts to obtain more comprehensive findings, conduct longitudinal studies to examine the long-term impact of Memrise on vocabulary retention and learning outcomes, and explore the integration of Memrise with other learning strategies and applications to enhance its effectiveness in supporting English vocabulary learning.

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