



THE USE OF (MEMRISE) APPLICATION TO IMPROVE ENGLISH SPEAKING SKILLS: A SYSTEMATIC LITERATURE REVIEW

PENGUNAAN APLIKASI (MEMRISE) UNTUK MENINGKATKAN KETERAMPILAN BERBICARA BAHASA INGGRIS: TINJAUAN LITERATUR SISTEMATIS

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Abstrak

Berbicara adalah keterampilan kunci dalam pembelajaran bahasa Inggris, namun banyak pembelajar EFL masih kesulitan dengan kosakata, pengucapan, dan kepercayaan diri. Dengan munculnya MALL, Memrise telah menjadi alat populer yang menawarkan pengulangan berjarak, audio penutur asli, dan fitur gamifikasi yang dapat mendukung pengembangan kemampuan berbicara. Studi ini bertujuan untuk melakukan Tinjauan Literatur Sistematis (SLR) untuk meneliti bagaimana Memrise membantu meningkatkan keterampilan berbicara bahasa Inggris. Masalah penelitian utama adalah: Seberapa efektif Memrise dalam meningkatkan keterampilan berbicara pembelajar? Masalah sekunder adalah: Aspek berbicara mana—kosakata, pengucapan, kelancaran, atau kepercayaan diri—yang menunjukkan peningkatan paling besar? Dengan menggunakan kerangka kerja PRISMA 2020, sepuluh studi empiris dianalisis. Temuan menunjukkan bahwa Memrise mendukung pengembangan kemampuan berbicara terutama melalui retensi kosakata yang lebih baik, pengucapan yang lebih baik, dan peningkatan motivasi, meskipun praktik komunikatif nyata masih diperlukan untuk mencapai kelancaran penuh.

Kata kunci: *Memrise; Keterampilan berbicara, Pembelajaran Bahasa Berbantuan Seluler (MALL)*

Abstract

Speaking is a key skill in English learning, yet many EFL learners still struggle with vocabulary, pronunciation, and confidence. With the rise of MALL, Memrise has become a popular tool that offers spaced repetition, native-speaker audio, and gamified features that may support speaking development. This study aims to conduct a Systematic Literature Review (SLR) to examine how Memrise helps improve English-speaking skills. The main research problem is: How effective is Memrise in enhancing learners' speaking skills? A secondary problem is: Which speaking aspects—vocabulary, pronunciation, fluency, or confidence—show the most improvement? Using the PRISMA 2020 framework, ten empirical studies were analyzed. The findings show that Memrise supports speaking development mainly through better vocabulary retention, improved pronunciation, and increased motivation, although real communicative practice is still needed for full fluency.

Keywords: *Memrise; Speaking skills, Mobile Assisted Language Learning (MALL)*



INTRODUCTION

Speaking is one of the most essential skills in learning English, because it requires learners to combine vocabulary, grammar, pronunciation, and confidence to express ideas clearly (Jameelah & Tarihoran, 2025). Since speaking involves so many components, many learners often struggle to speak smoothly or accurately, especially when they do not get enough exposure or chances to practice. To make this process easier, many digital learning tools have been developed, especially tech-based language-learning apps. One of the most widely used platforms today is Memrise. This App uses spaced repetition, native-speaker videos, and engaging gamified features to help users remember vocabulary more effectively, practice pronunciation more naturally, and enjoyably. As a modern digital tool, Memrise offers EFL learners a flexible, interactive environment where they can adjust their learning pace and style to suit their needs (Ismayilli et al., 2025).

Right now, the use of Memrise is skyrocketing alongside the rise of mobile-assisted language learning (MALL). Lots of students from high school to university have started relying on this App not only to build their vocabulary but also to improve their speaking skills through repeated practice and exposure to authentic English content. Features like leaderboards, short videos from native speakers, spaced repetition cycles, and pronunciation models make the App more fun and motivating. Plus, Memrise is super easy to access anytime, anywhere, which is why it works well for both classroom and independent learning outside school (Bela Deputri et al., n.d.). This accessibility makes the App even more relevant for learners who need constant repetition and immediate feedback to strengthen their speaking performance (Widyaningrum & Putro, 2020).

From various studies, it is clear that Memrise has been used by many different types of learners—high school students, university students, adult language learners, and even self-taught users—to support their English-learning journey. Research has shown that Memrise helps learners improve their vocabulary, pronunciation accuracy, fluency, and speaking confidence (Fang, 2020; Hartono, 2022). Some studies also show that multiple features of Memrise, such as rewards, spaced repetition, and audio pronunciation models, make learners more engaged during learning (Halim & Abidin, n.d.). Other research findings reveal that the gamified elements of Memrise, such as points and badges, significantly increase learners' motivation and interest in learning, which ultimately leads to better speaking performance because learners become more consistent in their practice (Ramadhanti et al., 2023).

The growing popularity of Memrise can even be seen in many language classrooms today, where teachers include the App as part of their teaching strategies. Some schools and universities use Memrise as a supporting tool to help students practice vocabulary, which serves as the foundation of speaking skills (Mardiah et al., 2022). Meanwhile, many independent users also prefer this App because it is flexible, easy to use, and works smoothly on mobile devices. As demand for active learning tools increases, Memrise has become a relevant option for anyone looking to improve their speaking skills in a practical, modern way. It supports autonomous



learning, lets learners track their progress, and keeps them motivated through gamified learning(Subhan et al., 2024).

Along with this trend, previous research consistently shows that Memrise has a positive impact on speaking skills—either directly or through supporting aspects like vocabulary mastery and pronunciation training. Several studies reported that students’ speaking scores improved after using Memrise regularly, mainly because the App provides repeated exposure to target words and real-life expressions. Other studies noted that learners feel more confident after using Memrise, since the App provides a fun learning environment that reduces anxiety and makes speaking practice less intimidating. Given these findings, this systematic review was conducted to gather, analyze, and summarize the evidence on how Memrise can improve English-speaking skills for EFL learners.(Satrianto et al., n.d.)

LITERATURE REVIEW

Theory 1 (Memrise)

The Memrise application serves as a platform for mastering languages and other abilities, according to Lie et al. (2020, offering an engaging and interactive system designed to efficiently assist users in grasping various subjects,(Wang et al., 2023). Although its primary emphasis is on language acquisition, Memrise also covers a wide range of subjects, including science, current trends, history, and more. Accessible on both mobile platforms and the internet, as indicated by Schnauber-Stockmann & Karnowski (2020), Memrise leverages spaced repetition methodologies to enhance information retention and recall among its users.

This idea involves rearranging the study content based on how easily it is forgotten. Content that is harder or has been learned will be presented more often, whereas more complex content will be presented less often. This tool uses digital flashcards (Azizah & Susilowati, 2023) that might have text, pictures, and audio. People will learn new words or facts by using these flashcards, which will help them remember things and understand them better. Using many types of media: One thing that Memrise does very well is that it can add (Muscio & Ciffolilli, 2020) different kinds of media, like pictures and sounds, into how people learn. This helps people learn and remember details in more diverse and effective ways.

Memrise offers features designed to improve verbal communication skills (Bommert et al., 2020).Learners can hear spoken words (Saloranta et al., 2020) and record their own voices, which facilitates improvement in spoken language production and proper vocalization in the target language.User community: Memrise enables users to join virtual groups (Das et al., 2021), allowing them to exchange information and support one another throughout their individual learning journeys.Multiple languages and themes: The platform offers numerous languages and a range of subjects for study, making it suitable for learners from diverse backgrounds and fields of interest (Wulandari et al., 2025). Memrise operates on a partially subscription-based revenue model, with specific enhanced tools and additional materials available through paid subscriptions.Learners can



monitor their progress, review statistical data, and pinpoint subjects they should focus on further (Rahmah, 2022).

The Memrise application has gained widespread acceptance as a tool for people who want to study a new language or another field independently. Learning methods (Glielmo et al., 2021). The interactive, customizable design, along with its integration of various media types, positions Memrise as a helpful tool for honing speaking skills, increasing word familiarity, and fostering a comprehensive understanding of the subject matter. Relevant scholarship should also be described. Discuss the relevant literature, but do not feel compelled to include an exhaustive historical account. Please assume that the reader is knowledgeable about the fundamental problem and does not require a complete accounting of its history (Fadhilawati et al., 2022)

Theory 2 (Speaking Skills)

Speaking proficiency is a person's ability to convey thoughts, concepts, or data clearly, impactfully, and relevantly through verbal communication. This incorporates implementing terminology (Haro-Martínez et al., 2021), modulation, speech sounds, and countenance to interact with individuals. Speaking abilities encompass more than merely possessing linguistic talent (Kidron, 2022); they also encompass adjusting to diverse scenarios and interaction topics. Pupils should cultivate the skill to articulate terms distinctly and precisely and grasp sound enunciation within their language. A substantial and diverse lexicon empowers pupils to relay concepts and data with superior precision and variety. Grasping the correct grammar rules and how to construct sentences enables students to write sentences that are both understandable and impactful. Having strong listening skills is crucial for developing strong speaking skills. For students to participate effectively in discussions, they need to understand what others are communicating (Shalihah et al., 2024), provide appropriate responses, and engage in conversations. Utilizing appropriate intonation and stress can significantly enhance the expression of emotions, meaning, and the overall message being conveyed during verbal interactions. Learners can adapt their speaking style to the situation and the people they are talking to; for example, they might speak more casually in the classroom or with their acquaintances (Inayah et al., 2025).

Speaking skills (Metwally et al., 2022). Effectively and confidently addressing a large audience, such as during a classroom speech or presentation, requires strong public speaking skills. Social interaction skills, including speaking, involve successfully connecting with and interacting with others across diverse social contexts, which is another component of speaking abilities (Di Vaio et al., 2020). Learners can process information rapidly and offer appropriate responses in discussions, even those that are lively and move swiftly. The capacity to articulate thoughts originally, as noted by Jessen et al. in 2020, and to share one's character and individual opinions are also components of effective verbal communication. Strong communication abilities are crucial not just for daily interactions but also for exerting considerable influence across multiple facets of life, including academic pursuits, professional paths, and interpersonal connections.



Consequently, a key educational aim is to improve learners' communication skills, aiding their development into capable and self-assured communicators (Subhan et al., 2024).

Several studies offer perspectives on employing Memrise as a technologically advanced educational tool to boost students' spoken communication skills. The initial viewpoint, as expressed in research by Sari, HP, & Setiawan, WH (2021), suggests that some scholars may have observed a favorable outcome from integrating Memrise or similar technological learning platforms to enhance students' speaking proficiency. These scholars could underscore the merits of this strategy by offering content that promotes interaction, enabling numerous repetitions, and delivering prompt responses. According to a 2023 study by Yuslizar, FA, Zahrudin, A., Ulfi, SL, & Hilmi, D., alternative scholars could underscore numerous difficulties or boundaries encountered when using Memrise as an instructional tool.

This could encompass apprehensions about excessive reliance on technological innovation, a scarcity of face-to-face community engagement, or confidentiality issues arising from the use of digital platforms. Ultimately, as per the research conducted by Yuliawati, L. in 2018, viewpoints fluctuate based on the specific educational environment and the particular group of learners studied. Certain scholars may deem the use of Memrise particularly well-suited for distinct clusters of pupils or in specific educational circumstances. In contrast, others may find more encouraging outcomes when applied in contrasting scenarios (Widyaningrum & Putro, 2020).

Theory 3 (Mall)

Mobile-Assisted Language Learning (MALL) is an approach to language learning that uses mobile devices such as smartphones and tablets as learning media. Advances in mobile technology have brought significant changes to the field of education, including English language learning. Through MALL, learners can access various learning resources and language exercises anytime and anywhere, making the learning process more flexible and enjoyable. Numerous systematic studies have shown that MALL has a positive influence on students' English proficiency, both in receptive skills (listening and reading) and in productive skills (speaking and writing). The use of MALL has also been proven to enrich vocabulary, improve grammatical understanding, enhance pronunciation, increase learning motivation, and reduce anxiety when using English (Benlaghrissi & Ouahidi, 2024).

In addition, MALL offers a more interactive learning experience through multimedia features such as audio, video, animation, and avatar-based technologies, such as 3D talking heads (Koleini et al., 2024). This combination of multimedia elements not only increases student engagement but also provides more authentic and accurate language input, especially regarding pronunciation. Research shows that integrating technologies such as 3D talking heads into MALL platforms can deliver clear pronunciation models, support repeated practice, and create a learning



experience that resembles direct guidance from a virtual teacher. Consequently, MALL helps learners master the phonological aspects of English more effectively and engagingly.

Furthermore, MALL plays an important role in supporting self-directed learning, allowing students to choose the time, duration, and focus of practice according to their individual needs (Koleini et al., 2024). Features such as automatic feedback, progress tracking, and personalized exercises enable learners to monitor their development in real time. Additionally, MALL-based language applications often provide access to international communities, facilitating direct language exchange with native speakers. Such interactions help learners build more natural communication skills and improve their ability to use English in real-life social contexts. With these advantages, MALL has become a modern learning method highly relevant to enhancing English language proficiency in the digital age (Álvarez Martínez et al., 2025).

METHODS

This study employed a Systematic Literature Review (SLR) guided by the PRISMA 2020 framework to maintain transparency, accuracy, and rigor throughout the process of identifying, selecting, and synthesizing relevant research. Articles were systematically searched through major academic databases, including Scopus, ScienceDirect, ERIC, Google Scholar, Mendeley and Pubmed. The search used Boolean combinations such as “Memrise,” “speaking skills,” “English speaking performance,” “EFL learners,” “mobile-assisted language learning,” and “MALL vocabulary learning apps.”

All retrieved records were processed through four stages of the PRISMA workflow: identification, screening, eligibility, and inclusion. During the identification stage, duplicate records were removed before the remaining articles were screened based on their titles and abstracts. In the eligibility stage, full texts were assessed using predefined inclusion and exclusion criteria that focused on studies examining the use of Memrise for English speaking development within MALL environments.

After completing the screening and evaluation process, ten empirical studies that met all the criteria were included in the final synthesis. Data from the included studies were analyzed using thematic synthesis to identify recurring patterns related to the effectiveness of Memrise in improving learners’ speaking performance, including vocabulary development, pronunciation accuracy, fluency, and learner motivation within mobile-assisted learning contexts.

Sample / Participants

In this systematic literature review, the sample comprised scholarly articles examining the use of the Memrise application as a mobile-assisted language learning (MALL) tool to enhance learners’ English-speaking skills. Rather than focusing on a single empirical study, this review collected and analyzed a wide range of research articles published in reputable journals and conference proceedings on technology-enhanced language learning. The articles were sourced from multiple academic databases, including Mendeley, ERIC, Scopus, ScienceDirect, Google



Scholar, and Web of Science. The sample selection followed a multi-stage screening procedure commonly applied in previous research on MALL: identifying relevant studies using specific keywords, evaluating titles and abstracts, and finally conducting a full-text review to ensure each article aligned with the research focus. Sample characteristics documented in the selected studies included participant profiles (e.g., EFL learners, ESL learners, secondary or tertiary students, and active Memrise users), language proficiency levels, and the instructional contexts in which Memrise was integrated. Additional characteristics included the type of speaking activities supported by Memrise, such as pronunciation practice, vocabulary-based speaking tasks, and learner engagement with native-speaker audio models.

Procedure

The process of this systematic review followed several clear steps to ensure the results were trustworthy. First, the researcher formulated the main research questions: how Memrise is used to improve English-speaking skills and what previous studies have found about it. After that, a set of keywords was prepared, such as "Memrise," "MALL," "English speaking skills," "pronunciation," and others. These keywords were used to search for articles across different academic databases. Second, during the searching stage, all potentially relevant articles were collected. Duplicate articles were removed. Then the screening stage began: the titles and abstracts were checked one by one to ensure they were truly about Memrise and speaking skills. If an article was not relevant or was only theoretical without real data, it was eliminated. Third, the articles that passed the screening were reviewed again in the full-text stage. Here, each article was checked against inclusion criteria, including: it must be empirical research, use Memrise, focus on speaking skills, have the full text available, and be published in a peer-reviewed journal or conference proceedings.

Finally, the articles that fully met the criteria were used for data extraction. Important information—like the participants, how long Memrise was used, which part of speaking was trained (pronunciation, fluency, vocabulary), and the main findings was recorded. All this data was then summarized to see common patterns and how effective Memrise is in helping learners improve their speaking.

Instrument(s)

The instrument used in this systematic review is a data collection guide created by the researcher to collect information from studies that discuss using Memrise as a Mobile-Assisted Language Learning (MALL) tool to improve English-speaking skills. The guide was created following simple PRISMA-style steps, but in a more relaxed, easy-to-use format. It highlights the main things that need to be recorded from each study, such as: the research design, who the participants were and their language levels, which Memrise features were used, what parts of speaking were measured (like pronunciation, fluency, or vocabulary), and the main findings from the study. The guide contains around 30 items, a mix of open-ended and closed-ended questions. Before using it for the actual review, it was tested on a few sample articles to make sure everything



was clear and easy to follow. Collecting data from one study usually took about 20 to 30 minutes, depending on how detailed the article was. Even though the review did not use direct instruments such as surveys or tests, the guide also noted which measurement tools were used in each original study. In addition, academic databases such as Mendeley, ERIC, Scopus, ScienceDirect, Google Scholar, and Web of Science were used as additional tools to identify all relevant research on Memrise and speaking skills.

Study Selection Criteria

In this SLR, the study selection process was designed to ensure that all included studies truly align with the topic of Memrise, speaking skills, and MALL. Only studies that met specific criteria were selected. The included studies had to discuss the use of Memrise within a Mobile-Assisted Language Learning context and clearly focus on improving speaking skills, such as pronunciation, vocabulary, fluency, or confidence. The research also needed to be empirical—whether experimental, quasi-experimental, qualitative, or mixed-methods—and published between 2013 and 2025, available in full text. On the other hand, studies that were purely conceptual, opinion-based, or non-systematic reviews were excluded. Research on MALL that did not involve Memrise or studies that did not address speaking skills were also removed. Overall, these criteria were used to ensure that the selected studies were relevant, data-driven, and aligned with the context of mobile-based language learning.

RESULT/FINDING AND DISCUSSION

Findings overview

The studies reviewed most clearly showed that using Memrise helps learners improve their English-speaking skills, especially in areas closely related to vocabulary and pronunciation. Many researchers agreed that Memrise's main features—such as spaced repetition, audio examples from native speakers, short video clips, and interactive vocabulary drills—play a significant role in building learners' confidence. Since learners already know the words, remember them better, and can pronounce them more accurately, they feel less nervous and more prepared when speaking. Quite a few studies found that students began to feel that speaking had become "easier," simply because Memrise helped them recall words faster and use them more naturally in daily conversations. Much of the research also found that Memrise is especially helpful for beginners and intermediate learners. These groups usually struggle with basic vocabulary recall and pronunciation, so the repetitive, structured learning style of Memrise provided them with a strong foundation. The App helps learners build skills such as accurate word pronunciation, stronger memory of new vocabulary, and simple sentence structures—all of which are essential before they can speak fluently. Some studies even reported improvements in overall fluency, not just pronunciation (Shalihah et al., 2024).

This usually happened because learners practiced regularly and consistently on Memrise, which helped reduce hesitation and made them more accustomed to speaking English



daily. Another big theme across the studies was motivation. Many learners said they felt more motivated when using Memrise because the App is fun, simple, and does not feel like "serious studying." Gamification elements such as points, leaderboards, daily streaks, badges, and progress tracking made students more excited to keep learning. The short learning sessions also helped, because students did not feel overwhelmed—they could study anytime, anywhere, even in just 5–10 minutes. This kind of motivation later influenced their willingness to speak more often, whether during class discussions or casual conversations. In some studies, teachers also mentioned that students became more active and confident when it was time to practice speaking in class (Inayah et al., 2025).

In addition to these findings, several studies also emphasized that Memrise contributes to improving learners' cognitive readiness before engaging in speaking tasks. Because students repeatedly encounter vocabulary in structured intervals, they develop a stronger mental framework for retrieving words quickly. This automatic retrieval is essential for fluent speech, allowing learners to focus more on forming ideas rather than struggling to remember individual words. As a result, communication becomes more natural and less strained, especially for students who previously felt anxious or hesitant when speaking English. Another important insight from the reviewed studies is that Memrise supports learner autonomy. Many students reported feeling more responsible for their own learning because the App allows them to set goals, track their progress, and practice independently at their preferred pace. This autonomy plays a significant role in shaping positive learning habits, such as reviewing vocabulary regularly and practicing pronunciation outside classroom hours (Ismayilli et al., 2025).

Benefit of Using Memrise

Using Memrise offers many benefits for improving English-speaking skills. The App helps learners pick up vocabulary faster thanks to its spaced-repetition feature, which keeps words repeating until they really stick. With audio recordings from native speakers, learners can also improve their pronunciation and get used to how words should actually sound. Learning on Memrise does not feel boring either because of its game-like elements—points, levels, and leaderboards—that keep users motivated. Since the App can be used anytime and anywhere, it is perfect for people with busy schedules. Even though Memrise is not a speaking-focused app, it still has a significant impact because strong vocabulary and good pronunciation are the foundation for fluent speaking. The lessons are short and easy to follow, which makes learning feel light and manageable. For beginners to intermediate learners, Memrise is especially helpful for building the basic skills they need to speak confidently. Overall, these features make users feel more prepared and confident when speaking English.

Disadvantages, Challenges, and Risks of Using Memrise

Even though Memrise has many advantages, it also has disadvantages, challenges, and risks. One big challenge is that Memrise focuses primarily on vocabulary, so it offers little real-world speaking practice. This means learners might know many words but still struggle to speak



smoothly in honest conversations. Another downside is that some users get bored after a while, mainly if they rely only on Memrise without mixing it with other learning activities. There is also the risk of becoming too dependent on the App, which can limit natural language exposure. Some courses on Memrise are user-created, so quality is not always consistent—sometimes the pronunciation or vocabulary level does not match what learners actually need. Internet connectivity can also be a problem for some users, as not all features work offline. Lastly, because Memrise is more like a supporting tool, learners might feel frustrated if they expect fast improvements in speaking just by using the App. Overall, Memrise is helpful, but it needs to be combined with real speaking practice to avoid these limitations.

Pedagogical Implications

The findings from this review highlight several important points that teachers and educators can consider when integrating Memrise into language learning. Memrise works very well as a supporting tool that prepares students before they engage in real speaking activities, strengthening vocabulary, pronunciation, and recognition of natural expressions. By using Memrise as a “warm-up,” students come to class with a stronger foundation and more confidence, reducing anxiety during speaking tasks. Teachers can also assign Memrise as simple daily homework, so students stay exposed to English outside of class without feeling overwhelmed. This light, consistent practice helps build long-term learning habits and supports vocabulary retention in a fun and motivating way. In this sense, Memrise serves as an effective bridge between in-class learning and independent practice, giving students steady exposure to English in manageable portions.

However, teachers should remember that Memrise cannot replace actual communicative practice. While the App builds the basics, real speaking skills need to be developed through activities like role-plays, discussions, presentations, and interviews—tasks that encourage spontaneous communication and interaction. Teachers can also take advantage of Memrise’s progress-tracking features to monitor students’ strengths and weaknesses, allowing for more personalized instruction and targeted support in vocabulary or pronunciation. At the same time, students must be guided on how to use Memrise effectively so they engage with the content meaningfully rather than memorizing words passively. Strategies such as practicing pronunciation aloud, consistently reviewing learned vocabulary, and connecting new words to real communication situations can help students transfer what they learn from Memrise into real speaking performance. Overall, Memrise becomes a powerful teaching aid when combined with communicative classroom activities, independent learning routines, and proper teacher guidance.



Figure 1. PRISMA Flowchart of the selection process.

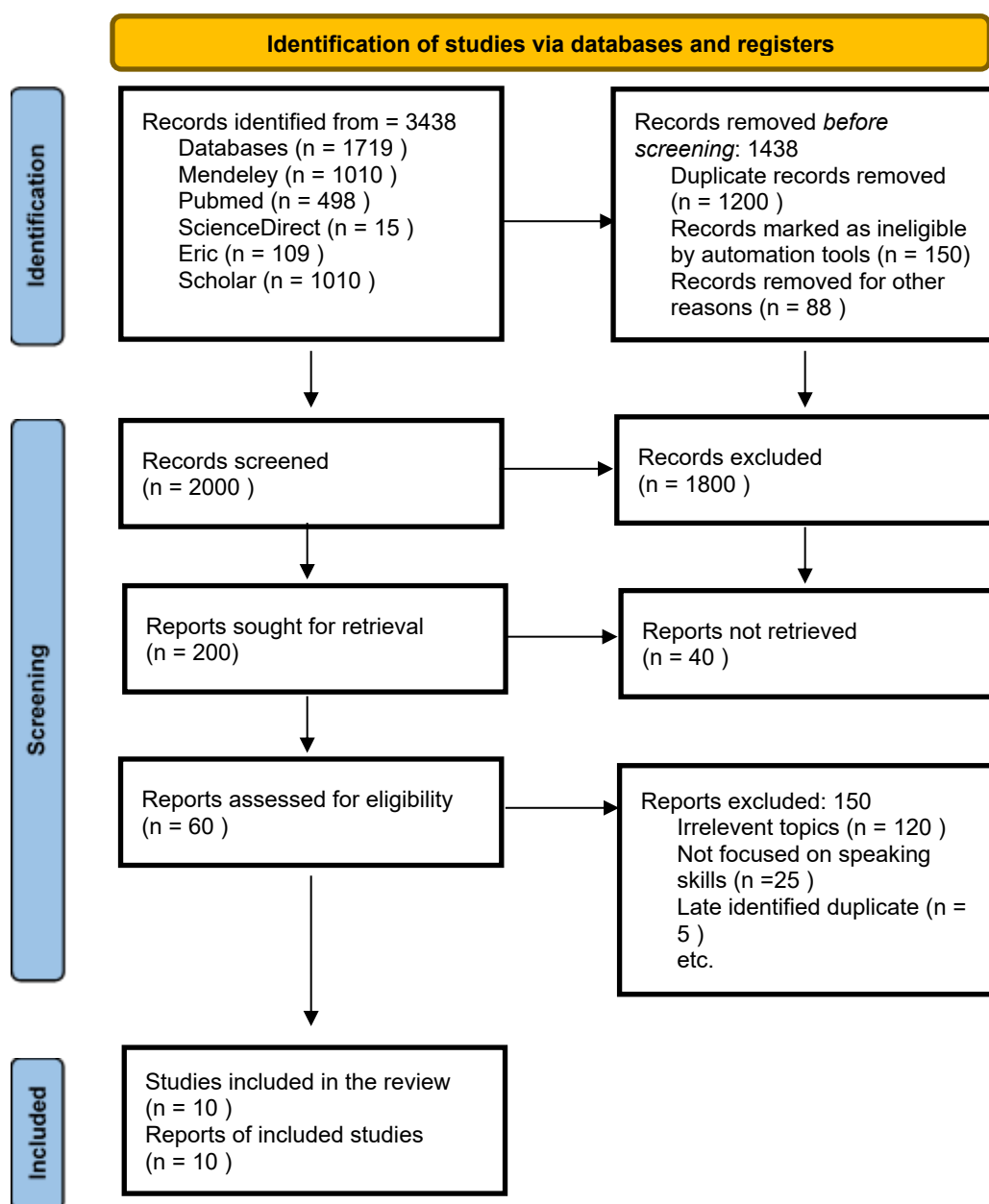


Table 1. Summary and Characteristics of the Final Selected Studies

No	Authors	Country	Main Characteristic	Variable	Study Design	Measure	Findings
1.	Sari, H.P., & Setiawan,	INDONESIA	Investigated the use of Memrise as a supporting tool to enhance vocabulary, pronunciation, and speaking readiness	Memrise; Speaking Skills (Vocabulary &	Experimental	Pre-test & Post-test speaking scores,	Significant improvement in vocabulary mastery and pronunciation accuracy.



	W.H (2021)		among EFL students. The study focused on the impact of spaced repetition and native-speaker audio features.	Pronunciation)	Classroom Study	pronunciation rubric, classroom observation	Students became more confident in speaking and recalled new words more quickly due to the structured repetition system.
2.	Yuslizar, F.A., Zahruddin, A., Ulfi, S.L., & Hilmi, D (2023)	INDONESIA	Examined learners' experiences using Memrise in MALL-based learning, including motivation, technical challenges, and engagement levels.	Memrise; Motivation ; Speaking Difficulties	Qualitative Descriptive Study	Questionnaire, semi-structured interviews, learner perception analysis	Memrise increased learning motivation due to gamification and flexible access. However, students faced issues such as internet problems, app dependency, and limited interactive speaking practice.
3.	Yuliawati, L. (2018)	INDONESIA	Analyzed the effectiveness of Memrise for intermediate EFL learners who struggled with vocabulary retention and accurate pronunciation.	Memrise; Vocabulary Retention & Pronunciation	Mixed-Methods	Vocabulary tests, pronunciation tasks, interview	Memrise improved long-term vocabulary retention through spaced repetition and enhanced pronunciation accuracy. Students performed better during speaking tasks and produced words more fluently.
4.	Schnauber - Stockman & Karnowski (2020)	GERMANY	Investigated mobile learning through Memrise among university students, particularly for preparing learners before speaking tasks.	MALL; Speaking Preparedness	Observational / Usage Study	App usage analytics, learner logs, digital surveys	Regular use of Memrise increased students' speaking preparedness. Learners reported feeling more



							ready and having more vocabulary available when participating in speaking activities.
5.	Singh et al. (2022)	INDIA	Focused on digital flashcards in Memrise to accelerate vocabulary acquisition as a foundation for speaking skills.	Vocabulary; Speaking Support	Experimental Study	Vocabulary retention tests, spaced repetition tracking, short oral tasks	Memrise strengthened long-term memory and improved word retrieval during speaking. Increased vocabulary retention positively supported speaking fluency.
6.	Caglio et al. (2020)	ITALIA	Discussed the integration of multimedia elements (audio-visual native speaker models) in Memrise to support more natural pronunciation.	Multimedia Learning; Pronunciation	Classroom-based Study	Pronunciation tasks, audio comparisons, learner feedback	Learners exposed to audio-visual input showed notable improvement in intonation, articulation, and confidence when pronouncing new expressions.
7.	Bommert et al. (2020)	GERMANY	Investigated the voice-recording feature in Memrise as a tool to train sound production for EFL learners.	Pronunciation; Speaking Production	Experimental Lab Study	Pronunciation accuracy scoring, voice-recording analysis	The record-and-repeat feature increased learners' awareness of pronunciation errors and helped them produce sounds more accurately and consistently.
8.	Das et al. (2021)	INDIA	Examined the role of Memrise user communities as an informal interaction space that provides	Motivation; Engagement	Qualitative Study	Engagement surveys, user experience interviews	User communities motivated learners to maintain



			motivational support for language learners.				consistent practice. Social interaction reduced speaking anxiety and strengthened interest in learning.
9.	Muscio & Ciffolilli (2020)	ITALIA	Studied how the combination of visual and audio media supports vocabulary comprehension and facilitates language production in mobile learning.	Multimedia Learning; Vocabulary	Observational	Engagement metrics, vocabulary improvement tests	Multimodal input enhanced vocabulary understanding, depth of meaning, and helped learners connect new words to real contexts—supporting speaking readiness.
10.	Glielmo et al. (2021)	ITALIA	Evaluated the effectiveness of interactive learning methods within Memrise that encourage active participation and speaking development.	Interactivity; Speaking Support	Mixed-Methods	Tests, learner feedback logs, participation records	Interactive learning improved learner participation, focus, and willingness to attempt speaking. Memrise reduced anxiety and encouraged meaningful repetition.

Discussion

The results of this systematic review show that Memrise plays a meaningful role in improving English-speaking skills among EFL learners, although its impact is mostly indirect. Most studies found that Memrise strengthens key components that underpin effective speaking—particularly vocabulary mastery and pronunciation accuracy (Priyana et al., 2020). These two elements are consistently emphasized in speaking research, and Memrise addresses both through spaced repetition, native-speaker audio, short video models, and repeated exposure to authentic expressions. As a result, learners become more confident and experience less hesitation when speaking because they can recall words faster and pronounce them more accurately. This aligns



with the principles of MALL, which highlight mobility, flexibility, and consistent exposure as essential factors in improving language proficiency (Tersikh & Zaytseva, 2024) .

Another central theme that appears across the reviewed studies is the motivational impact of Memrise. Gamification through points, streaks, levels, and leaderboards—plays an important role in keeping learners engaged and willing to practice regularly. This is important because speaking skills require frequent, consistent practice to develop fluency and confidence. When learners enjoy the process, they are more likely to sustain their learning habits. The accessibility of Memrise on mobile devices also supports autonomous learning, enabling students to practice anytime and anywhere, which is especially beneficial for learners who struggle to get enough speaking practice in traditional classroom settings (Kuning, 2020).

However, the review also highlights certain limitations. Although Memrise contributes significantly to vocabulary development and pronunciation, it does not provide direct communicative practice. Speaking requires real-time interaction, spontaneous responses, and social communication skills—elements that Memrise alone cannot provide. Thus, students who depend only on the App may struggle to transfer their knowledge into actual conversation. Some studies also highlight issues with user-generated content, which may vary in quality and accuracy. Additionally, learners may experience boredom or reduced engagement over time if Memrise is not combined with other speaking-focused activities (Firdaus & Jamilah, 2024).

These findings have clear implications for teaching practice. While Memrise is not a complete speaking solution, it functions effectively as a complementary tool when blended with communicative classroom activities such as role plays, discussions, interviews, and presentations. Teachers can use Memrise to help students build vocabulary and pronunciation before speaking lessons, ensuring learners come prepared and more confident. The progress-tracking features can help teachers monitor development and provide targeted support. Importantly, learners need guidance to use Memrise strategically—not just memorizing words, but also practicing pronunciation aloud and connecting new vocabulary to real communication tasks (Demir, 2025).

Overall, the discussion reinforces that Memrise is most effective when used as part of a broader instructional approach that includes communicative practice, teacher guidance, and learner autonomy. Its strengths lie in vocabulary, pronunciation, motivation, and accessibility, while its weaknesses highlight the need for active speaking opportunities. When appropriately integrated into a MALL-based framework, Memrise can significantly support learners in developing stronger foundations and greater confidence in English-speaking (Suryanti & Fadli, n.d.).

CONCLUSION

Based on the findings from this systematic literature review, it can be concluded that Memrise plays a valuable role in supporting the improvement of English-speaking skills among EFL learners, especially when used as part of a Mobile-Assisted Language Learning (MALL) environment. Although Memrise is not primarily designed as a speaking-focused app, its core



features—such as spaced repetition, native-speaker audio, short video clips, and gamified learning elements—provide strong support for essential components of speaking, including vocabulary mastery, pronunciation accuracy, and learner confidence. Across the reviewed studies, learners consistently showed progress in areas like word recall, correct pronunciation, and overall fluency. Many students also became more motivated and confident to speak because Memrise made the learning process enjoyable, flexible, and easy to access. This increased motivation often led to better participation in speaking tasks both inside and outside the classroom. Beginners and intermediate learners benefited the most, as the App helped them lay a solid foundation needed for effective oral communication.

However, the review also acknowledges that Memrise has limitations. It does not offer many opportunities for real-time speaking practice, and some learners may become too dependent on the App or lose interest if it is used without variation. Additionally, the quality of user-generated courses can differ widely. These challenges highlight that Memrise should be treated as a supplementary tool, not a standalone solution for speaking development. For educators, the findings suggest that Memrise can be effectively integrated into teaching as a preparatory or reinforcement tool. When combined with communicative classroom activities—such as discussions, presentations, and role-plays—Memrise can significantly enrich the learning experience. Teachers can also use its progress-tracking features to support individualized learning and guide students more effectively.

Overall, this review concludes that Memrise is a practical, engaging, and beneficial digital tool that enhances speaking-related skills when used consistently and purposefully. Its strengths lie in building foundational language abilities, boosting learner motivation, and supporting autonomous learning—making it a relevant and effective resource in modern English language education.

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