



The Use of “Drops” Application and Its Effect on Students’ Vocabulary

Achievement

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ABSTRACT

The purpose of this research is to find out the implementation of the use of the "Drops" Application use on students' vocabulary achievement, to find out the effectiveness of "Drops" Apps to improve student vocabulary and to find out there is the significance of using the "Drops" application. This research used the True Experimental method which uses 2 classes (30 students in each class) and data collection using a post-test and checklist. From the results of the checklist, it can be concluded that the application of the "Drops" application to students for vocabulary learning is successful. Because almost 78% of students apply vocabulary learning using the "Drops" application. The results obtained showed that the average score of the experimental class was 69.60 and the control class was 59.60. This shows that the average post-test score in the experimental class is greater than the control class. The result of sig (2-tailed) was 0.003 which means the sig (2-tailed) value of 0.003 is smaller than $\alpha = 0.05$ (5%). Thus, there is a significant effect between the use of the "Drops" application on students' vocabulary achievement.

Keywords: Drops application, vocabulary, learning, smartphone

INTRODUCTION

Language is a tool to talk to each other. As stated by Keraf Smarapradhipa as quoted in Isdianto (2014), it provides an understanding of language as a communication tool that is expressed between community members in the form of sound symbols produced by these human tools. Walija as quoted in Isdianto (2014) reveals that communication language is the most complete and effective way to convey ideas, messages, intentions, feelings and opinions to others. Which means language can express certain emotions and thoughts to others.

When talking about foreign languages it is not far from language learning. Learning a language has to do with grammar, vocabulary and pronunciation. Same with learning a foreign language which has several things that must be mastered in learning English as in learning foreign languages. Grammar, vocabulary and pronunciation are the first steps in learning English. When someone wants to master English, that person must know the first steps in

learning English.

In this era of globalization, almost all activities are carried out by utilizing existing technology. No exception in learning activities. Suitable graphic organizers can be designed or chosen by teachers alone, students alone, or both, to teach or learn a certain set of vocabulary (Wu, 2014). Horton et al. and Mercuri (as quoted in Wu, 2014) explain that graphic organizers play a very strong role; the graphic organizer becomes part of the integrative instruction and becomes a supportive part of the classroom environment; as well as being a convenient tool for checking student learning on the topic studied, assessing learning, and tailoring instruction to meet student needs. Gençlter (2015) emphasize that teachers need to find the use of computer technology in language learning that is appropriate and successful for students. In a teaching and learning environment, technology is an important part. In the teaching and learning process, technology causes big changes (Pavlik, 2015). Technology and learning applications in smartphones are inseparable part. The fact that the use of language learning applications is beneficial in language learning, there are special features that support it (e.g. interactivity, Ubiquity, or portability) as well as encouragement from teachers (Ameri, 2020).

In teaching vocabulary, interesting teaching is needed which can make students more interested in learning vocabulary. Because by teaching interesting vocabulary, it can reduce the deficiency factors that affect students in learning vocabulary. In learning vocabulary, technology can be used that can help the learning process. In addition, teaching English vocabulary using technology can help students to increase learning motivation and also reduce the influence of teacher skills (Wang & Young, 2014).

One of the English learning applications is "Drops". “Drops” is an application that makes it easy for students to learn vocabulary. “Drops” is an app to make language learning fun. This application combines games with learning languages that are designed to be easy and attractive to make this learning application fast-growing in the world. This app was designed over many years to make it more effective and simple to produce attractive language-learning apps. “Drops” has nearly 32 languages to learn. In this app, learning a language becomes an interesting part of your daily routine. The “Drops” application can be downloaded in Android and iOS systems.

This problem often occurs to all students, including students of SMP Negeri 3 Petarukan. Based on my observations at this school, knowledge of English vocabulary is still lacking. First, students only get vocabulary from their English teachers, therefore students only have a little vocabulary. In this case, mastery and addition of English vocabulary are needed. Second, students find it difficult to remember the vocabulary being taught. In learning vocabulary,

students do not remember the meaning of the English vocabulary being taught (English to Indonesian or Indonesian to English). Third, students quickly feel bored when learning takes place. Students are more interested in learning that is more fun and also more interesting. This learning vocabulary using applications on smartphones makes learning more practical and easy. By using the “Drops” application, it is expected that students can know and add a lot of vocabulary, remember vocabulary correctly and be interested in learning English.

Based on the description above, the researcher is interested in applying the use of the "Drops" application for teaching-learning vocabulary to SMP Negeri 3 Petarukan students. This idea has three main objectives:

1. To find out the implementation of the use of the "Drops" Application use on students’ vocabulary achievement
2. To find out the effectiveness of “Drops” Apps to improve student vocabulary
3. To find out there is the significance of using the “Drops” application

LITERATURE REVIEW

The word media comes from the Latin word (plural and median) which means between; Media is an intermediary tool to convey learning material to students during learning. Learning media is a tool or environment that can be used to increase knowledge and skills in an environment that can be utilized (Sanjaya, 2016).

Heimich (2011) exemplifies several media such as films, television, diagrams, printed materials, computers and instructions. From these examples, it can be considered it can be a medium for learning English vocabulary.

As stated by Sadirman, *et al* (2009 in Fitriyani & Nulanda, 2017) media is something that can be used as a recipient of messages from the sender so that it can stimulate the thoughts, interests and feelings and attention of students in the teaching and learning process. In short, the media is an intermediary for interestingly delivering knowledge and does not make learning boring. It also helps to keep students interested in learning.

Kemp and Dayton (in Nalyvaiko et al., 2020) mention the advantages of using media in learning, namely:

- a) The delivery of material and the learning process becomes clearer and more interesting,
- b) Time and energy efficiency,
- c) The quality of learning increases,
- d) Can use learning media anytime and anywhere, and

e) Media helps to attract students in learning.

The media used in this research is the “Drops” application. Nalyvaiko et al. (2020) Drop is an app to make language learning fun. This application combines games with learning languages that are designed to be easy and attractive to make this learning application fast-growing in the world. In this app, learning a language becomes an interesting part of your daily routine. This app was designed over many years to make it more effective and simple to produce attractive language-learning apps. Drops have nearly 32 languages to learn. Like English.

Drops have an interesting feature, dragging, tapping, and swiping apps just like we play mobile. In each vocabulary learning session, there are vocabulary games that are carried out in a variety of ways. For example in the form of mini crossword puzzles, word construction, text and image matching, and much more. Apart from text formats, there are also visual and audio formats. Through repetition and mnemonics, this “Drops” application makes users remember more easily.

In the “Drops” application, students can learn vocabulary. A vocabulary is an object in language as a linguist involved in foreign language teaching methodology. Vocabulary is one aspect of language, which is very important for language competence mastery (Irawan et al., 2020). Vocabulary is an important component that can form sentences that can be read, written, heard, or spoken. As an important component in foreign language learning, if someone does not know the vocabulary, then language learning will be difficult.

Çelik & Toptaş (2010) Vocabulary is generally considered the basic communication tool and is often labelled as the most problematic area by language learners. One of the most important components of language is vocabulary (Kabooha & Elyas, 2018). Daller (as quoted in Yasin & La Sitiha, 2021) said vocabulary is an aspect of combining contained in sentences in terms of language. As a component of language, vocabulary can help understand the meaning of communication. When students acquire vocabulary easily, students can easily communicate, and provide ideas and knowledge because these students acquire vocabulary for individual needs and skills in learning English.

Vocabulary is one of the important aspects of teaching language in language competence. Without vocabulary, it becomes difficult for students to learn the language. English vocabulary also plays a very important role in learning English. Starting from speaking, listening, writing and reading, vocabulary is very necessary. Jack C. Richards (2002) says that vocabulary is an important component of language learning to make students proficient in the

language. Vocabulary can be found around us, for example listening to the radio, reading books, watching television and others related to learning English.

METHOD

This research used a quantitative approach. Quantitative research is a research approach method that represents or is based on positivism (Mulyadi, 2019). This research also uses True-Experimental that uses Posttest Only Control Design. Post-test-Only Control Design is used to compare the post-test results between the experimental class (the class that is given the treatment) and the control class (the class that is not given the treatment) (Sugiyono, 2015).

The population of the research is the first-year students or seventh graders of SMP Negeri 3 Petarukan in the academic year 2021/2022. The sampling technique is a technique for taking samples from the population (Sugiyono, 2015). In sampling, it is very important to match the research so that it can be done easily. In this research, researchers used random sampling to take samples. The class which is the sample of the research is VII-F as an experimental class and VII-D as a control class.

This research used two instruments, the first is tests and the second is a checklist. The test was used to determine the students' vocabulary value after using the "Drops" application. The researcher gave the students 25 questions in the post-test. A checklist provides for know about student interest, the advantages of the “Drops” application and the cons of the “Drops” application.

The methods used in processing the data resulting from this research include:

- a. Classify the data and process the data from the experimental class post-test result and control class post-test result.
- b. Classify the data and process the data from the checklist result.
- c. Analyzing the data results between experimental class post-test results and control class post-test results, the researcher used the t-test to process and analyze the collected data.
- d. Analyzing the data result of checklist result.

RESULTS AND DISCUSSION

Result

Based on the table above, displays the t-test results from the post-test results between the experimental class and the control class. It shows that there is a significant difference where the average score of the experimental class is 69.60 while the control class is 59.47. The

standard deviation of the experimental class is 11,77256 and the control class is 13,35906. Meanwhile, the average standard error mean of the experimental class is 2,14937 and the control class is 2.43902.

The independent sample test data showed that the value of sig (2-tailed) was 0.003. The researcher used $\alpha = 0.05$ (5%) as a significant standard, therefore the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted because the sig (2-tailed) value of 0.003 is smaller than $\alpha = 0.05$ (5%). Thus, there is a significant effect between the use of the "Drops" application on students' vocabulary achievement.

1. Checklist

a. Student Interest

Q1 I use the “Drops” application to learn vocabulary

From the data result, there are 20% of 30 students answered strongly agree, 70% of 30 students answered agree and 10% of 30 students answered neutrally. It can be concluded that around 90% or 27 students use the “Drops” application in learning vocabulary.

Q2 I like to use the “Drops” application

Based on the data result shows that students like the "Drops" application where 66.7% of students answered agree, 23.3% of students answered strongly agree and 10% of students answered neutrally. Of 30 students, 27 students like the "Drops" application in learning vocabulary.

Q3 I use other learning applications such as the “Drops” application

There are about 43.3% of students use other vocabulary learning applications such as the “Drops” application which shows the option of agreeing.

Q4 I feel happy knowing the “Drops” application

From the data result, about 23 students felt happy knowing the "Drops" application with 50% answering agree and 26.7% answering strongly agree.

Q5 I get new vocabulary easily after using the “Drops” application

From the data result, there are about 24 students who get vocabulary easily after using the "Drops" application with 50% of the data answering agree and 30% answering strongly agree.

b. Advantages

Q6 The “Drops” application can be used anywhere and anytime

Based on the data result, it shows that the "Drops" application can be used anywhere and anytime. 46.7% of students answered agree and 23.3% answered strongly agree. It means the “Drops” application can be used anywhere and anytime.

Q7 "Drops" application is easy to use

From the data result, as many as 50% of students answered agree, 30% of students answered strongly agree and 20% of students answered neutrally. From the data above, it can be concluded that the "Drops" application is easy to use.

Q8 The "Drops" application has an attractive appearance

From the data result, 46.6% of students answered neutrally. Thus, the "Drops" application has a less attractive appearance for 14 students.

Q9 "Drops" application can help enrich new vocabulary

In the data result, about 43.4% of students answered agree and 16.7% of students answered strongly agree. Thus the "Drops" application can help students enrich new vocabulary.

c. Cons

Q10 The time allocation in the "Drops" application is sufficient for learning vocabulary

From the data result, most students answered agree and strongly agree that the time allocation given by the "Drops" application is sufficient for vocabulary learning.

Discussion

Students learn the social function of descriptive text. After studying social functions, students are asked to name and write down the vocabulary that students know. In this activity, students can determine the social functions contained in the descriptive text and also students can remember and understand the vocabulary they have learned. However, when presenting vocabulary, students experienced difficulties such as having difficulty remembering vocabulary and having little vocabulary. In that case, students need media that can help them remember and enrich their vocabulary. The media can help students' problems and also media that are easily obtained. As quoted in chapter 2 where Sanjaya (2016) says learning media is a tool or environment that can be used to increase knowledge and skills in an environment that can be used. This means learning using media can help students increase grades which has a positive impact on learning.

Then students learn the structure of the text from the descriptive text. In the activity of studying the structure of the text, students understand the structure of the text in the descriptive text. Students are also able to identify the structure of the text in the text given by the teacher. After that, researchers used application media that could help students enrich their vocabulary and also help students' problems. Students use the "Drops" application as a medium for learning vocabulary, students choose family and animal categories as the vocabulary to be studied. Then the students were asked to name and write the vocabulary they got. In this meeting, students

were asked to translate the vocabulary they already had after using the “Drops” application, namely the family and animal category vocabulary without looking at the “Drops” dictionary and application. After using the application media "Drops" in learning, students become easier to remember one by one the vocabulary obtained.

Next, students learn about language elements from descriptive texts. In this activity, students know about the language elements in descriptive texts, where students understand the use of tenses used in making descriptive texts. After that, students learn vocabulary using the “Drops” application in the foundation category. Then students write the vocabulary obtained from the "Drops" application in the book. Then students are asked to make a descriptive text based on the material that has been taught at the first and second meetings and also based on the vocabulary obtained. Students find it easy to make descriptive texts after using the “Drops” application, which means students have more vocabulary than before. As said by Sadirman, Rahardjo and Haryono (in Fitriyani & Nulanda, 2017) Media is something that can be used as a recipient of messages from the sender so that it can stimulate the thoughts, interests and feelings and attention of students in the teaching and learning process. As stated in the theory that students can easily follow the learning. When learning takes place students can easily understand the vocabulary material taught by the researcher.

Furthermore, students learn about the analysis of social functions, text structure and language elements of descriptive texts. In this meeting, students were asked to analyze the descriptive text and then present the results of the analysis in front of the class. In analyzing activities related to reading activities, with the type of critical reading. As said by Tarigan (2008) critical reading is a reading activity that is carried out in-depth, evaluative and analytically. This activity makes students invited to analyze the social function, structure and linguistic elements in the description text given. With these activities, students become more aware of the material provided. After explaining the material about the analysis of social functions, text structure and language elements, students use the "Drops" application to get new vocabulary and enrich vocabulary by studying vocabulary with food and room categories. Then the students were asked to mention and write the vocabulary they got from the application media "Drops".

After being given treatment by using the drop application in vocabulary learning, students became more active during the discussion in the learning process. It can be seen from the results of the post-test average of experimental students who used the "Drops" application media had a higher score than the control class that did not use the "Drops" application media. Where the average result of the experimental class is 69.60 and the control class is 59.47.

Furthermore, it can be seen from the average results of the daily test and posttest experimental group, namely 57.80 and 69.60. There is a difference between the average results of the daily test and the posttest experimental group reaching 11.8 because the experimental class was given treatment after the teacher gave the students a daily test. Kemp and Dayton (in Nalyvaiko et al., 2020) stated media helps to attract students to learning. From this theory, it is stated that students are more interested in learning by using media than not. Students feel happy because the "Drops" application makes it easier for students to get and enrich their vocabulary. In the "Drops" application there is a consistent repetition-based learning feature, learning vocabulary by repetition makes learning vocabulary easier to remember and understand. Students become easier to remember and understand the vocabulary obtained. In this case, students easily make vocabulary learning more relaxed. It can be seen from the average value of the post-test in the experimental group which is greater than the average value of the daily test. Therefore, the value of students after being given treatment is greater than before being given treatment. From these results, the use of this application is effective in learning vocabulary.

The results of calculations using SPSS 22 obtained results of 0.003 which is said to be significant because the value is less than 0.05 which means H_a is accepted. There is a difference between the experimental and control groups, namely in the experimental group using vocabulary learning media, namely the "Drops" application and in the control group not using media in learning by seeing the results of the average experimental post-test group being greater than the control group which uses the "Drops" application. play an important role in increasing student grades.

Syatir (in Palangngan & Mulyaningsih, 2019) states that interest can provide more motivation for students to use their abilities. The results of students' interest in learning show that students enjoy learning more using the drop application media. Students like and feel happy with vocabulary learning by using the application of the drops. In addition to liking, students also feel happy because the Drops application helps enrich the vocabulary and get vocabulary easily.

CONCLUSION

This study was conducted to obtain empirical evidence about the use of the "Drops" application on the vocabulary achievement of seventh-grade students of SMP NEGERI 3 PETARUKAN for the academic year 2021/2022. Based on an experiment in teaching vocabulary using the "Drops" application in the experimental class and without using the

"Drops" application in the control class.

The purpose of this study was to find out how to apply the "Drops" application to students, to find out whether the "Drops" application was effective in students' vocabulary learning and to find out whether there was any significance between learning to use the "Drops" application and those not using it. Based on the results of the discussion in chapter 4, the key can be as follows:

Based on the results research data, it can be said that the application of the "Drops" application in students' English learning shows that almost 80% of students use the "Drops" application in learning vocabulary. Both at school and home. From the responses of students who like the "Drops" application, the "Drops" application also helps them to get new vocabulary easily.

Based on the results of the research data, it can be concluded that the use of the "Drops" application is effective in learning vocabulary. It can be seen in an appendix where the post-test average score for the experimental class is higher than the post-test average score for the control class, for the post-test average score for the experimental class is 69,60 and the control class average score is 59,60. With a difference of 10, it shows that the use of the "Drops" application is effective in students' vocabulary achievement.

Based on the results of the research data, the significance value between the post-test score of the experimental class and the post-test score of the control class is 0.003. The researcher used $\alpha = 0.05$ (5%) as the significant standard. Then the alternative hypothesis is accepted because the significant result is 0.003 which means it is smaller than 0.05.

The researcher suggests:

1. For the teacher

In the teaching and learning process so that learning is interesting, the teacher can apply the use of appropriate media in learning. In addition to using textbooks, teachers can also use media with examples of media applications, namely the "Drops" application. In this application, students can easily learn vocabulary and get vocabulary. Thus students can remember correctly the meaning of the vocabulary obtained, student vocabulary and also students do not feel bored when learning takes place.

2. For the next researcher

This research can be used by future researchers as a reference for their research. "Drops" can not only be used for self-taught learning but can also be applied in class or other language learning activities.

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