

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter provides research results from the use of the Drops application as a medium for learning English vocabulary. The first part is the findings, this section explains how the teacher use the Drops application as a medium to teach and increase students' English vocabulary. The second part is discussion, this section explains how the researcher's point of view is on the findings that occur in the field based on the theory in chapter two. The findings and discussion are structured to answer the questions and problems that have been formulated in this study.

#### **A. Finding**

This research was conducted at MTsN 4 Banjarmasin, Kelayan Selatan, Banjarmasin Selatan. In this study there are two formulations of the problem that must be answered. First, How do the English teacher use the Drops application to teach vocabulary? Second, what are the students' responses and perceptions about using the application in learning vocabulary? The research data was collected from observations, interviews with teacher and student questionnaires. The subjects of this study were an English teacher and 32 students of class VII D at MTsN 4 Banjarmasin as participants in this study.

#### **1. Drops Application as a Learning Media in Teaching Vocabulary**

This section will explain how to use the Drops application as a media for teaching vocabulary. Researcher conducted observations, interviews and

has collected questionnaires to collect research data.

**a. Interview with The Teacher**

In the interview with the teacher on the question of how English learning in class VII D at MTsN 4 Banjarmasin, the teacher explained that teaching English to students is relatively easy, because students show an interest in the lesson. However, because the majority of students are beginners in English, the teacher feels that students have difficulty in understanding vocabulary.

Regarding the question of why teacher used the Drops App in teaching vocabulary. The teacher explained that the Drops application has been used since the Covid-19 pandemic when online learning was introduced. The researcher found that the teacher tried to find an interesting way of teaching but easily accessible for students at home, and the teacher chose the Drops application as a media with the aim of providing a fun way to teach vocabulary to students.

During the online learning, the teacher asked the students to download the Drops application and asked students to create an account in order to log in and use the Drops application properly. The teacher told the students to choose English as the language to be learned, and asked the students to use the application before the English class so that the students can be familiar with the game features in the Drops application.

In the use of Drops application during online learning, the teacher explained that Drops application is used before starting the main lesson. The teacher will determine the vocabulary collection that matches the learning material to be faced. Students will do a 5-minute exercise according to the free

features offered by Drops application, and then students will be required to submit the vocabulary list they got and record their voice in reading the vocabulary. The teacher will check and correct each voice note that has been recorded by the students and conducted a discussion on the vocabulary that is not understood by the students.

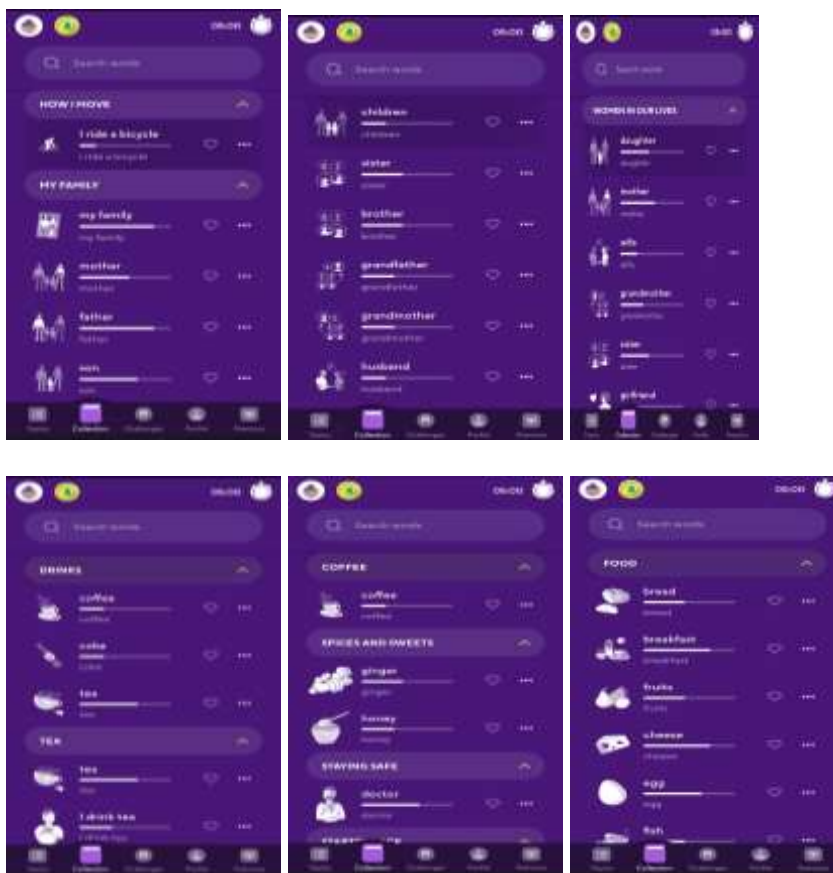


Figure 4.1 List of vocabulary collections students' collected in Drops application

During offline learning, the teacher explained that the Drops application was used as practice or homework because students could no longer use their smartphones during class. The word collection will still be determined by the teacher in the previous meeting by adjusting the subject of the next lesson, and students will be requested to write down the vocabulary they get when using the

Drops application at home along with the meaning, it will be checked and discussed during the English lesson at school. Because Drops application does not provide direct translation to Indonesian, and the teacher felt that this could be a problem for students in using the Drops application to learn the meaning of words directly within the application. The teacher also explained that sometimes students will also choose their interest collection of words to learn, so they will get different vocabularies on a pre-determined topic. The teacher felt that was a good thing because it proves that the students are excited to learn vocabulary.

On the question of the effectiveness of the Drops application as a learning media in teaching vocabulary to students, the teacher felt that this application was quite effective in helping students enrich their vocabulary. This is because the Drops application is easy to use, has a wide collection of vocabulary to choose from, and provided vocabulary games. Vocabulary that has already been learned will also reappear when students learn new vocabulary. Students can add and repeat vocabulary lessons while playing.

In response to the question on the difficulties encountered while using the Drops application to teach vocabulary, the teacher felt that there were no difficulties in its implementation as a learning media, but the teacher highlighted that the difficulties occurred for students who used the Drops application at home. Because this application did not provide direct translation for Indonesian, students had to look up the meaning of words in the dictionary or google independently.

As for the difficulties that are often faced by students when learning vocabulary, the teacher concluded that the lack of knowledge about vocabulary

such as pronunciation and word meaning greatly affects student learning. Because English is not used for communication, if the pronunciation of the word is wrong, it will change the meaning of the word and hinder understanding of English learning. With this situation, the teacher selected the Drops application as a vocabulary learning media for students.

#### **b. Classroom Observation**

To find out how the use of the Drops application as a media the teacher used to teach vocabulary to students in class. The researcher made observations on English learning in class VII D MTsN 4 Banjarmasin for two days. The first observation was carried out on February 16, 2023 and the second observation was done on February 18, 2023. The researcher acted as an observer by considering all aspects that would maximize the data obtained. In this class, the teacher used a teacher's handbook and a smartphone, while students used English textbooks, English dictionaries and stationery in general.

When the English lesson began, the teacher started the class by asking how the students were doing that day, which was answered enthusiastically by all students. After asking the students how they were doing, the teacher led a prayer together before they started the lesson. After the prayer, the teacher checked the students' attendance list, and all students were declared present after the teacher mentioned their names.

The teacher prepared the English Handbook and smartphone, and then asked the students to prepare their English textbooks and dictionaries. In the first

meeting, the lesson covered the homework in the last part of chapter "Quality of Someone or Something" about "Adjectives".

Before homework correction, the teacher asked the students to collect the vocabulary notebooks from the Drops application that the students had collected to be checked.

Teacher: *"Okay everyone, please collect your vocabulary books on the teacher's desk".*

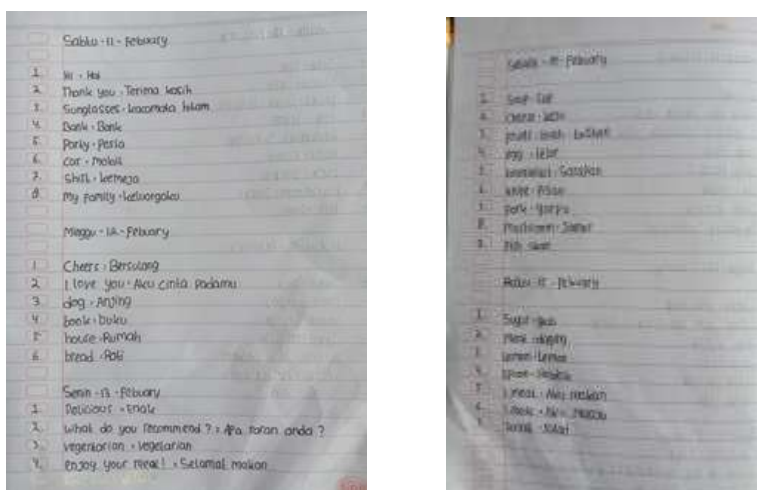


Figure 4.2 Students' vocabulary notebook

The students collected their vocabulary notebooks in front of the class. The teacher checked the vocabulary that students have been collected and invited the students to discuss the vocabulary that they had not understood while using the Drops application at home and one of the students raised his hand excitedly to ask, the teacher then invited the students to ask.

Student: *"During home practice, I found the word 'aspirin', the picture shown is a picture of medicine, but does aspirin mean medicine, ma'am?"*

The teacher answered the question by explaining the meaning of the vocabulary clearly and gave another example of the word with a picture from the internet to clarify the students' knowledge.

Teacher: *"The English word for obat is 'medicine' or it can also be translated as 'drug', but aspirin is a medicine for fever, so it can be called medicine too, you can see it in this picture"*

The teacher invited the students to read the vocabulary together.

Teacher: *"Let's repeat after me okay"*

The students also repeated the teacher's words to pronounce the vocabulary and its meaning. The teacher then returned the vocabulary book after checking the vocabulary obtained is interpreted correctly by students.

After the discussion about the vocabulary of the Drops application, the next activity was to check the homework that the students had done, the teacher asked the students to read the questions and mention the correct answers. During the homework correction, one of the students asked the meaning of the vocabulary in the question.

Student: *"Ma'am, what does the word 'underbones' mean?"*

The teacher answered and explained the meaning of the word with verbal and visual techniques by showing some example pictures of the word asked by the student.

Teacher: *"Underbones is a motorcycle called a moped (motor bebek), for the word underbone in this text it can be called a modified moped, this is a picture of a moped, you may often see it on the streets".*

The teacher wrote the word that the students asked on the board to introduce to the students how the vocabulary is written. The teacher also invited the students to read it together, the students repeated the teacher's words with enthusiasm to pronounce the vocabulary and its meaning.

In the middle of homework correction on a question about descriptive text, one of the students asked the teacher about the meaning of a word.

Student: *"What does 'distinctive' mean ma'am?"*.

To answer this question, the teacher explained using Indonesian language that was easily understood and received by students.

Teacher: *"The word 'distinctive' means 'different', but in this text it means khusus or 'special' because the writer uses it to describe the most special part of his motorcycle"*.

After having looked at some of the questions with the students, on the question about synonyms, the teacher asked the students to look at the underlined word 'Funny' and asked what it meant. All students answered enthusiastically saying *"Lucu"*. Then the teacher asked the students to look up the meaning of each answer choice in the question in the dictionary.

Teacher: *"Let's find the meaning of each answer choice in your dictionary"*.

The students did as the teacher asked and mentioned the meanings they got from the words they searched *"Humorous means humoris"* *"Cute means imut"* *"Fun means menyenangkan"* *"Cheerful means ceria"*. After hearing the students' answers, the teacher asks the students what is the suitable answer for the question.



Teacher: *"Which word do you think is the most appropriate synonym for the word 'Funny'?"*.

Students simultaneously answered "Humorous ma'am". The teacher confirmed the answer and explained that 'humorous' is a synonym of the word 'funny' because it has the same meaning which is 'lucu'. One student raised his hand and asked about the vocabulary that he thought had the same meaning in the answer choices in the question.

Student: *"Does cute also mean funny, ma'am?"*.

Teacher: *"The word 'cute' also means funny, but cute indicates that something is interesting, for example 'Amalia is a cute girl'. While funny can be used to describe something or someone funny that can make us laugh, for example 'funny moment' which means a funny incident."*

Answering the question, the teacher explained to the students that each word may have the same meaning, but the word can be used in different situations. The teacher also used gestures on facial expressions in explaining the vocabulary.

During one of the pronunciation questions, the teacher asked two students to read the dialog. After the dialog was read, the teacher asked all students to pay attention to the text and look for adjectives contained in the dialog. Some students immediately raised their hands and mentioned some adjectives. For examples: "Smart", "Funny", "Beautiful", "Tall", "Cute", etc. The teacher wrote down each adjective that the students mentioned.

Then the teacher states that there are still adjectives that the students missed. Students returned their attention to their textbooks and some of them discussed with their seatmates. One of the students raised his hand and said:

Student: *"Does color also count as an adjective, ma'am?"*

The teacher confirmed the question and explained to all students that color is also part of adjectives.

Teacher: *"Yes, color is an adjective, so it means there are still adjectives that you haven't mentioned".*

Then the teacher wrote the vocabulary of color on the board and asked the students to read it after the teacher practiced the pronunciation repeatedly. The teacher also asked some students to try to mention the adjectives on the board.

At the end of the homework correction, the teacher gives grades to the students. But to confirm students' understanding of the lesson, especially about adjectives, the teacher invited students to look back at the vocabulary they had acquired during the lesson and asked students to describe their classmates briefly using the adjectives they had learned. This aims to measure the extent of students' understanding of adjectives.

Students carried out the teacher's order by discussing with their benchmates. After they have finished discussing and finding answers, students who were prepared raised their hands and read a short description of their friends. For examples:

Student A: *"Ali is a smart student".*

Student B: *"Yusuf is tall".*

Student C : *"Nayla is a cute girl".*

Student D: *"Putri is beautiful".*

At the end of the lesson, the teacher asked the students if they had any questions about the lesson that day. After ensuring students understanding, the teacher concluded the lesson and briefly explained the lesson that they will learn in the next meeting.

Teacer: *"All students, in the next lesson we will start a new chapter with the theme "Action of Our Surrounding". For your homework, as usual, I ask you to use the Drops application to learn vocabulary about "Jobs", please open the application and play, don't forget to write down every word you get, and look for the meaning of all the vocabulary. We'll check back on Saturday."*

The teacher asked the students to use the Drops application at home as homework and to enrich the vocabulary related to the next material about "Jobs", the teacher also asked the students to write down the vocabulary they got along with the meaning in their vocabulary notebooks and will checked by the teacher at the next meeting. Lastly, the teacher closed the lesson by saying thank you and closing greetings.

In the second meeting, the researcher found that the stages in opening and preparing the lesson were the same as the previous meeting. The difference that the researcher saw was the collection of vocabulary determined by the teacher to be learned by students in using the Drops application at home in the first meeting was a free context according to the students' interests. Meanwhile, in the second meeting, most of the vocabulary collected by students showed a collection of "Jobs" vocabulary to match the material in the chapter "Action of Our Surrounding".

In this case, the researcher found that the Drops application is used at home as a resource for students to learn new vocabulary, with vocabulary collections that can be selected according to students' interests or with the teacher determining the collection of vocabulary that students need to learn to match the learning material and asked them to write the vocabulary and its meaning in a notebook.

In the second meeting, the introduction of new vocabulary to students was also done through the Drops application used by students at home in accordance with the material to be discussed about "Job" in the form of dialog activity.

However, in the explanation of vocabulary meaning, the teacher did not use visual techniques at this meeting, but only explained verbally some vocabulary that was asked by the students.

Such as the question from the student about the vocabulary that they got in the Drops application.

Student: *"Ma'am, if the English of dokter is 'doctor', is that the same in English of the word bidan also 'doctor'? Because when I was sick, my mom took me to a bidan, not a dokter".*

Teacher: *"No, bidan in English is not called 'doctor', but 'midwife', because midwives are usually more specialized in dealing with pregnant women. Even though they have the same work related to heal the sick, the English is different".*

The teacher answered the question using verbal techniques with statements that was easy to understand. Students also responded positively to the answer

given. The teacher also invited the student to pronounce the vocabulary after the discussion about the vocabulary that students got from Drops application repeatedly.

In the second meeting, the teacher conducted an activity in the form of a dialog. During the dialog recitation activity, the teacher practiced the dialog first to give students an example and asked students to repeat after the teacher. After that, the teacher asked students to read the dialog in pairs. After all students had their turn, the teacher directed the students to interpret the dialog. When the students were focusing on doing the teacher's command, one of the students asked the meaning of the vocabulary.

Student: *"Ma'am, what does 'Travel blogger' mean? Is it similar to 'Youtuber'?"*

To answer the question, the teacher explained clearly using Indonesian and invited students to discuss how a travel blogger works.

Teacher: *"Do you know about Youtuber before?"*

Student: *"Yes, people who record vlogs ma'am"*

Teacher: *"In general, Travel bloggers/bloggers and Youtubers are similar, but also different. Youtuber does his job by documenting his activities or a context that is posted on Youtube, while a travel blogger is a person who likes to write travel notes and experiences he gets during his trip on a blog site, later I will also introduce you to this blog site on the next occasion".*

After the students finished the teacher's command to interpret the dialog, the teacher asked the students to create a short dialog using the vocabulary that the students had learned in the Drops application. The teacher guided the students in creating the dialog as well as using the dictionary. After finishing the assignment,

students submitted it to the teacher for checking, while reviewing the assignments that students had done, the teacher asked some students to read out the dialog they had made.

At the end of the lesson, the teacher asked the students whether they had understood the learning that day. The teacher also re-determined the collection of words that students should learn in the Drops application at home. After ensuring that all students understood the lesson, the teacher closed the lesson with a greeting.

At this stage, the researcher found that in both meetings the teacher was always able to explain the meaning of the vocabulary that students asked well, the teacher also used visual and verbal techniques, and also directed students to use the dictionary in getting the meaning of the word. Students also responded well to every explanation given.

The teacher provided an illustration in learning new vocabulary using visual, verbal, and audiovisual media techniques in the form of the Drops application. The Drops application displayed vocabulary using sounds and images in its use, and it can be seen that this application was used by students for two days of meetings to learn new vocabulary.

The researcher also found that in both meetings, students could understand the learning well through the teacher's explanation and the use of Drops application as a media to learn new vocabulary.

In reinforcing students' memory of vocabulary that has just been learned, the teacher always invites students to repeat the pronunciation of the word and its

meaning. In using Drops application to help students' memory of vocabulary in learning, the teacher tried to determine each topic or collection of words that students should learn at home to match the material in the next lesson. As when the teacher determines the vocabulary topic "Job" as a collection of words that students should learn at home and adjusts it to the dialog material at the next meeting.

The teacher also always repeated the pronunciation of each vocabulary that students had learned in the Drops application or during the lesson. The researcher found that determining the collection of words that students learn in the Drops application and repetition by drilling each vocabulary learned can help students in following the lesson and build a strong memory for students' vocabulary.

In learning new vocabulary, the teacher also gives assignments to students to use the vocabulary they have learned in various activities such as using it briefly to speak or using the vocabulary they had on the Drops application to make a dialog.

The class situation was also very conducive, although sometimes there was some commotion that occurred, but the teacher was always able to get the class atmosphere back under control and continue the teaching activities properly. Students also look very excited to participate in class learning.

## **2. Students' perceptions about the use of Drops application as a medium for learning vocabulary**

To find out students' perceptions of using the Drops application as a vocabulary learning medium, the researcher asked 32 students in class VII D of MTsN 4 Banjarmasin to answer several questions that would be presented in the form of a questionnaire.

In the first question, the researcher asked whether the students liked English lessons and the reasons. 26 out of 32 students said they liked English lessons for various reasons. Whereas 6 students who stated that they did not like English lessons answered with the same reason that students did not understand the lesson. One of the students who did not like English lessons said *"I like it but sometimes I don't like it. I like it because it's fun, I don't like it because I don't understand English"*.

The second question in the questionnaire asked students' opinions whether learning vocabulary using the Drops application was fun and the reasons. 32 students answered that using the Drops application to learn vocabulary was fun with almost similar opinions, there were 5 students who answered with a positive response stating that the application was fun for learning vocabulary because this application is like a game that can be used while learning. The answer the student wrote was *"Yes, it was very fun. Because it's not difficult to use and it's like a game"* *"The application is fun, like a game with pictures and words"* *"I like using applications to learn vocabulary because the exercises use pictures"* *"Yes, I*



*enjoy playing while adding vocabulary with this application because it's easy to understand ” “It's fun, I can play while learning”.*

The third question in the student questionnaire asks whether the Drops application is easy to use for learning vocabulary. Positive responses from 32 students to this question gave various answers. However, apart from giving approval to this question, 4 out of 32 students also gave a negative response as follows *"Using the Drops application is easy to use for learning, but I'm a little sad because it only takes 5 minutes to use" "The application is easy to learn because it can only be online with smartphones. But it's a little difficult for me because I still use my parents' smartphone." "Yes, it's very easy because only with a smartphone, it can be accessed. But it's a shame that it can't be used at school" "I feel this application is very easy to use for learning vocabulary, but there is no Indonesian translation”.*

The fourth question in the student questionnaire asks students' opinions whether using the Drops application can help students participate in learning English in class. In this question 31 students gave similar answers that the Drops application could make it easier for them to understand English lessons. One student stated that the Drops application did not help much in learning with the answer *"It doesn't really help during class, but I get a lot of words".*

In the fifth question, asking students' opinions about the effect of the Drops application on students' enthusiasm for learning vocabulary. 31 students answered that this application had an influence on their enthusiasm for learning vocabulary, some of the positive responses students gave were *"It greatly*

*influenced my enthusiasm in learning English vocabulary, I was so excited I felt disappointed when the time to use the application was up" "I am very enthusiastic learn English with the Drops application, because I want to complete all missions and unlock vocabulary that is still locked" "Yes it really affects my enthusiasm, I become more diligent in learning English than before" "Influential, because I become more disciplined in learning vocabulary every day". Meanwhile, one of the students who gave a negative response stated that "I like Drops but because there are only pictures and English words, I am a little discouraged from looking for Indonesian meaning."*

In the sixth question on the student questionnaire asking about increasing student vocabulary mastery after using the Drops application. All 32 students gave a positive response by stating that there was an increase in the amount of vocabulary they got after using the Drops application. One student also stated that he felt he could better understand English lessons because he had a large vocabulary. The student answered *"Yes, I feel I understand the lesson better because this application makes my vocabulary a lot more"*. A student also answered that in pronouncing vocabulary he became more correct after getting a lot of vocabulary after using the Drops application, the student answered *"I got a lot of new vocabulary, how to pronounce it also became more correct"*.

In the seventh question, asking about the benefits students feel after using the Drops application in terms of other language skills in the form of speaking, writing, reading and listening. In this question, the answers given by 32 students were divided into several categories. For speaking skills, 4 students gave positive

responses that they felt the benefits for their speaking skills by using the Drops application. One student also answered that besides speaking he also felt the benefits for his writing skills, the student answered *"I feel the benefits for my speaking and writing skills"*. Along with that student, in terms of writing skills there were 7 other students who stated that they felt an improvement in their writing skills in English lessons after using the Drops application, one of the students answered *"The Drops application improves my ability to write dialogue or compose stories in English"*. For reading skills, 13 students stated that their reading skills had improved after using the Drops application, some of them stated that they could better understand sentences and words in English texts with the vocabulary they got. One of the students stated *"English sentences that I have got the vocabulary on Drops are easy to understand. My reading ability is getting better"*.

In addition to these four English skills, there were 7 students who stated that they only felt the benefits of understanding the meaning of words. One of them stated that they had not felt the benefits of other language skills, but he became more understanding of the meaning of vocabulary, he answered *"I haven't felt the benefits of other language skills, but I have come to know a lot of vocabulary meanings with the Drops application."* Some students also answered that they felt the benefits of understanding the overall learning after using the Drops application. Meanwhile, there was a student who only stated that there were only a few abilities that he could improve, the student's answer was *"I feel that my abilities have only increased a little"*.

In terms of the use and effectiveness of the Drops application as a vocabulary learning medium, 32 students also gave positive responses with various answers. Students stated that the Drops application could help them learn and add vocabulary in a fun way. In addition to giving positive responses, 3 out of 32 students also stated that they felt the lack of the Drops application, the student's answers were *"It's good for learning vocabulary but because it only takes 5 minutes a day so it can't be used to its fullest"* *"It's pretty effective for learning vocabulary. But I have to look up the meaning back in the dictionary if I don't know the meaning"* *"It's just effective, a little lacking because there's no translation for the word"*.

## **B. Discussion**

This study aims to find out how the teacher used the Drops application as a vocabulary learning media, and how students perceived the use of the Drops application as a vocabulary learning media. In this section, the researcher presented the research findings that have been described in the previous section, and this is the discussion of the findings.

### **1. Drops Application as a Learning Media in Teaching Vocabulary**

In this discussion, the researcher will explain how the teacher conducts English learning and the use of Drops application in vocabulary learning and the researcher's point of view from the observation and interview with the teacher.

From the results of interviews with the teacher related to the use of Drops application in vocabulary learning revealed some interesting things. In the context of using Drops application, the teacher tried to find an interesting and accessible

way to teach, and as a result the teacher decided to choose Drops application as a medium for vocabulary learning. The reason for this media selection is related to students' lack of knowledge about vocabulary, and the teacher's desire to keep students interested, especially in the context of online learning introduced during the Covid-19 pandemic. As with some of the media functions stated by Kemp and Dayton in Arsyad (2013) that the media serves to make learning more interesting and can provide learning anytime and anywhere, especially if the media can be used individually. This is also one of the reasons why the teacher chose Drops application as a vocabulary learning media.

Researcher found that the Drops application was used by the teacher when the covid-19 pandemic began affecting the educational sector which made online learning enforced, and it is used by the teacher until now. The teacher explained that the use of Drops application during online learning is slightly different from its use during learning at school.

During the pandemic, the teacher used the application before starting the lesson, by asking students to download and log in and play the Drops application for 5 minutes in each meeting, and adjusted to the lesson to be delivered. Practically, the teacher asked the students to record their voice and send the voice note along with the vocabulary list for the teacher to correct and discuss with the students. This approach not only improved students' vocabulary comprehension but also actively involved them in the learning process, according to Kemp and Dayton in Arsyad (2013) one of the functions of media is can make learning interactive and make students actively participate in learning.

In offline learning, the use of Drops application as a medium for the teacher to teach vocabulary to students is used as homework. Students are asked to independently access the Drops application to learn new vocabulary outside of school due to the limited use of smartphones at school. The teacher also still adjusted the collection of vocabulary to be learned by students using the Drops application with the discussion of material to be learned during English learning at school. With the time span of using it at home, students also have the opportunity to choose their own word collections according to their interests in the Drops application. Practically, students will be asked to write down each vocabulary word that they have collected while learning using the Drops application along with the meaning of the vocabulary word. The results will also be checked and discussed with the teacher at school.

The researcher concluded that the use of Drops application not only created variety in learning but also increased students' motivation to learn vocabulary. The teacher also appreciated the fact that students sometimes choose their own themes, which shows students' desire and enthusiasm to learn vocabulary. This is in accordance with the function of media proposed by Rowntree in Miftah (2013) that media is able to increase learning motivation, repeat what has been learned, provide learning stimulus, activate student responses, provide immediate feedback, and promote harmonious practice. In line with this theory, the process of writing and re-examining vocabulary carried out at school also provided an opportunity for the teacher to offer immediate feedback to students.

The effectiveness of the Drops application is recognized by the teacher due to its simplicity of use, the variety of vocabulary collections, and the presence of vocabulary games that make learning more interesting. According to Ruis (2009), using media in the learning process can provide several benefits, including increasing students' motivation to learn, making learning more interesting and less boring, and making it easier for students to understand teaching materials. In this case, the additional factor of repeating the vocabulary already learned in Drops, has given students the opportunity to reinforce their understanding while still engaged in play activities through systematic repetition. This has a good impact on students' vocabulary learning and motivation to learn new things.

While the teacher had no difficulties in using the Drops application as a learning medium, the teacher highlighted an obstacle that students faced when using the application at home. The difficulty mainly arises because the Drops application does not provide direct translation into Indonesian. According to Thornbury (2002) one of the factors causing problems in learning vocabulary is meaning, in this case referring to unfamiliar concepts that can make a word difficult to learn. As a response, students have to independently look up the meaning of words using dictionaries or online translators such as Google. Although this can be challenging for students, the researcher found that independently looking up the meaning of a word can improve students' recognition of the word and its meaning and build students' habit of using a dictionary.

During the observation, the teacher applies the theory of Hatch and Brown (1995) which suggests 5 important steps to learn vocabulary for students, as follows: 1) Have a source to find new words; 2) Get clear descriptions for new vocabulary, visual and auditory or both for new tenses; 3) Get the meaning of the words; 4) Make a clear memory of the forms of words and their meanings. 5) Using words. This is in accordance with the teacher's actions from the researcher's point of view during the observation.

a. Have a source to find new words

In vocabulary learning students must have sources that provide new vocabularies, these can be books, pictures, videos, songs, magazines, TV, internet, dictionaries and games. In this case, the teacher used Drops application as a medium in teaching new vocabulary for students.

The researcher found that the teacher used the Drops application as a medium to provide learning resources for students to learn and add new vocabulary at home, the teacher adjusted the set of vocabulary to be learned by students using the Drops application with English subject matter at school. As stated by Rusdiyah (2014) that the media is a bridge of information from the source of the message to students, the media can be used independently by students and allows students to acquire new knowledge and skills.

Based on this theory, from the previous observations it can be concluded that the teacher tried to provide various learning resources that could be used by students to develop vocabulary mastery and acquire new vocabulary easily while supporting student learning at school in the form of Drops application.



- b. Get clear descriptions for new vocabulary, visual and auditory or both for new tenses

In the observations that have been carried out, the teacher did not only use one way to explain vocabulary, the teacher combined several techniques in teaching vocabulary. As stated by Alqahtani (2015) a good teacher must prepare himself with various and up-to-date techniques.

To provide a clear description, the teacher give an overview in learning new vocabulary using visual, verbal, and using audiovisual media in the form of Drops application. The Drops application featured a game that combined the use of visuals in the form of images and audio in the form of word pronunciation, as well as systematic repetition. According to Broholm (2022), the Drops application is based on audiovisual learning and repetition, and focuses on presenting vocabulary, not grammar. In this case, the Drops application can also reappear the vocabulary that has been learnt during the next practice.

In the classroom, the teacher explained the meaning of the vocabulary clearly and gave other examples of the word that the students asked about using pictures from the internet to clarify the students' knowledge. As Susanto (2017) explains, vocabulary teaching techniques using images and pictures are an excellent way to clarify the meaning of unfamiliar words.

In addition to using visual techniques, the teacher also combine visual and verbal techniques to explain vocabulary with good language and clear illustrations. With the visual and verbal explanation that complements them, students will be more concerned about the explanation and more excited to learn

new vocabulary. In the implementation, the teacher also invites students to pronounce the vocabulary and its meaning and is done repeatedly. Based on Allen's theory in Llamosas (2011), there are three techniques that can be used in teaching vocabulary, namely: 1) alphabetical order; 2) displaying the meaning of words through pictures, explanations in the mother tongue, and definitions in simple English; 3) and drawing attention to the meaning before drilling the words.

The conclusion according to Allen's theory in the observation made, the teacher only did not do alphabetical order in teaching vocabulary to students. However, the teacher used various techniques to explain the vocabulary well, the use of Drops as audiovisual media, and using pictures and clear explanations proved that the teacher mastered the material taught to students and students could understand and remember the vocabulary explained, drilling and using media can also make students interested and excited in participating in learning.

c. Learn the meaning of the words

In teaching the meaning of vocabulary to students, the teacher used various techniques, including: the use of dictionaries, explanation using mother tongue/Indonesian language, synonym/antonym, visual and audiovisual, etc.

In using the Drops application to teach word meanings, the teacher asked students to interpret each vocabulary obtained when using the Drops application and would be checked by the teacher during English learning at school, because the Drops application did not have a direct translation feature to Indonesian, this application only displayed visuals in the form of images and English words as well as audio of the words learned. As the theory of Hatch & Brown (1995) that

the meaning of vocabulary must be learned clearly, so that there is no misunderstanding in interpreting the meaning and use of words.

The researcher found that the teacher tried to provide clarity in the meaning of the vocabulary that students learned in the Drops application, with a vocabulary notebook check activity. This is conducted in order to help students understand and remember how the word looks like and as an opening for the teacher to explain some of the uses of the vocabulary that students learn and relate it to the material to be presented. The researcher also found that the restriction of direct translation from the Drops application can encourage students to actively search and interpret the meaning of words themselves, which was a positive step in the development of students' language skills. The researcher concluded that the use of Drops application not only creates variety in learning but also increases students' motivation to learn vocabulary.

According to Sanusi (2009) there are three techniques that can be used to teach vocabulary, namely: visual, verbal and dictionary techniques. It can be seen in the classroom where the teacher used various techniques in teaching the meaning of words, including giving verbal explanations using Indonesian language that easy to understand regarding the use of words and explanations of meaning, the teacher provided examples of the use of words in context, helping students understand how the word is used in a sentence or text. The teacher also provided explanations that differentiated between the meanings of similar words, such as "funny" and "cute", so that students could understand the nuances of different meanings in different situations.

The teacher also directed the students to look up the meaning of the word using a dictionary which could improve their ability to find the meaning of the word, and provided explanations with the support of clear visual illustrations. The researcher found that in learning the meaning of words, the focus is more on how students recognize new words in various ways, not only through one learning source and not only using one way of conveying meaning. The researcher found that the teacher are able to create an interactive learning environment that can support students' language comprehension progress.

d. Make a clear memory of the forms of words and their meanings

In order to have a strong memory connection with vocabulary, the teacher used the Drops application by determining what collection or topic of vocabulary discussion that students need to learn at home. Based on Susanto (2017) enumeration is a collection of words that is a complete and sequential list of all items in that collection, and can be used to present meaning. Following the theory, the researcher realized that the teacher has a goal to introduce students to vocabulary classification on a collection of words, so that students can better recognize and remember the form and meaning of words clearly.

In the use of the Drops application also provided repetition in each vocabulary learned at one time, this repetition was carried out with various forms of games such as matching pictures with text, matching pictures with sound, several activities for arranging letters into a word. As explained by Oslo (2020) that each word will be displayed visually, and players will do some word puzzles such as choosing a picture according to the word, matching the word spoken by

the application with the available pictures, arranging letters and also true and false. Players can also set which vocabulary that they want to repeat in the next test.

In class, the teacher regularly repeated the pronunciation of the vocabulary learned, either through the Drops application or during class, the teacher also always invited students to repeat the pronunciation of the word and its meaning. According to Susanto (2017) in one of his theories, teaching vocabulary can be done by drilling and spelling. Drilling is used to make learners familiar with the shape of words especially how they sound, to make learners more familiar with words, drilling should be clear and natural. However, the teacher did not perform the spelling technique in the form of memorizing words. In its implementation, the teacher only gave examples of vocabulary pronunciation and asked students to repeat the exemplified pronunciation.

In addition, being responsive to students' questions, such as the question about whether color is an adjective, is also important in guiding the understanding of vocabulary concepts. The teacher who responded clearly to the question could help students understand the concept more deeply.

In conclusion to the observation, the researcher found that the use of Drops application can help students' memory of vocabulary when it was combined with appropriate teaching techniques, determining the topic or collection of words that match the learning material was a good step to link vocabulary learning to a wider learning context.

By using drilling techniques in every word can also help students' memory of the word form and its meaning. Repetition also played the role of forming long-term memories, so that activities such as reciting, writing, and mentioning words repeatedly help to strengthen students' vocabulary.

e. Using words

The use of vocabulary in the approach used by the teacher in teaching vocabulary, especially about adjectives, and the use of vocabulary learned from the Drops application in making dialog are effective in facilitating students' understanding. Elhout-Mohr & Daalen-Kapteijn in Syamsi (1998) suggested that there are three factors that influence the learning of meaning, namely: 1) the frequency of word use by the learner; 2) the diversity of contexts or situations in the use of vocabulary; 3) strengthening of what is given.

Based on this theory, the teacher actively involved students in the use of vocabulary in every meeting. Through the activity of describing their classmates, students are given the opportunity to directly practice the use of vocabulary that has been learned. The direct practice can help strengthen students' understanding and associate vocabulary with various relevant contexts.

The activity of creating dialogs using vocabulary from the Drops application was a good step, not only improving students' speaking skills but also allowing them to use new vocabulary in communicative situations. Asking students to read out the dialog that they have created provided immediate feedback from the teacher and classmates. This was important to ensure that students not only knew the vocabulary but could also use it correctly. It is also

done as a form of reinforcement of the mastery of vocabulary that has been taught to students.

The observation results showed that by combining two different activities in the first and second meetings (describing classmates and creating dialogs), the teacher provided a variety of learning approaches. It helped students see and use vocabulary in different contexts and not only made students receive information passively but also actively participate in learning.

Learning activities on the first and second days were very good and organized. The teacher, who was always responsive to students' questions and able to explain the material in a way that was easy to understand, was able to create a conducive classroom environment. Even though there were some disruptions, the teacher was able to handle the situation and keep the classroom atmosphere well under control.

The teacher's initiative to ask if there were any questions from students at the end of the lesson was a positive action to provide opportunities for students to clarify their understanding of the subject material and the vocabulary acquired. The conclusion given by the teacher provides a comprehensive overview of what has been learned and helps students to summarize the learning delivered.

Homework assignment in the form of using Drops application to enrich vocabulary is the main step in using Drops application as a supporting media in teaching new vocabulary to students and also engaging students in learning outside the classroom. Having students write down new vocabulary words and their meanings in their vocabulary notebooks is also a good strategy to ensure

understanding and mastery of the material. The teacher's plan to check students' vocabulary books in the next meeting shows continuous monitoring and feedback. This is in accordance with the function of media proposed by Rowntree in Miftah (2013) that media is able to increase learning motivation, repeat what has been learned, provide learning stimulus, activate student responses, provide immediate feedback, and promote appropriate practice.

## **2. Students' perceptions about the use of Drops application as a medium for learning vocabulary**

Regarding students' perceptions of Drops application use as a vocabulary learning media can be influenced by internal and external factors. A person's perception is influenced by several factors that can make different perceptions in each individual (Slameto, 2010), based on the results of the student questionnaire, several conclusions can be drawn as follows:

### **a. Internal factors**

Based on the results of the questionnaire, the researcher concluded that students' interest in learning English and the learning motivation that arises in using the Drops application as a media for learning vocabulary were the internal factors that influenced students' perceptions. According to Thoha (2003) interest and motivation are one of the internal factors that can influence perception that comes from within the individual as a psychological factor.

Regarding students' interest in English lessons, it can be seen that English is a subject that is quite favored by students. Most students stated that they liked English lessons. The main reason for students liking the subject is that they find it



fun. However, there were also students who stated that they did not like the lesson because they found it difficult to understand English. The students' likes or dislikes in learning English are perceptions that are influenced by internal factors in the form of interest and motivation to learn. The teacher has a role to provide learning that can support understanding and be able to provide meaningful learning and attract students' interest and motivation to learn English and improve their vocabulary.

By choosing the Drops application as a learning media, it provided assistance for the teacher overcoming students' lack of vocabulary knowledge that makes them difficult to understand English, this application is also used as a media to fulfill the teacher's desire to maintain student interest and motivation with the use of media and various teaching techniques. According to Abdullah (2016) the use of teaching media in the teaching and learning process can arouse new desires and interests, provide motivation and stimulation of learning activities, and even have psychological effects on students.

Students' personal experience with the use of technology or learning applications can also affect their perception of using Drops application, students who are already familiar with technology may be more positive towards the use of Drops. In using Drops application, most of the students stated that learning vocabulary by using Drops application is fun. Students liked the application because they found it similar to a game and easy to use for vocabulary learning.

b. External factors

Slameto (2010) states that external factors are factors that come from outside the individual or perceptual behavior which includes the target object of perception and the environment where perception takes place. Based on the questionnaires that have been conducted, the researcher found that the quality and features provided by the Drops application are one of the significant external factors that can influence student perceptions. Good design, ease of use, and effectiveness in learning positively impacted students' perceptions.

All students responded positively to the usability and effectiveness of the application. The majority of students also considered that the use of Drops application can help them participate in English learning in class, and stated that it has a positive influence on their enthusiasm to learn vocabulary. Some students felt more disciplined and motivated to learn more words. According to Kemp and Dayton in Arsyad (2013), one of the functions of learning media is to provide a positive impact on what students learn and the learning process that can be improved.

Aligned with this theory, the majority of students also perceived an improvement in vocabulary acquisition and other benefits in other language skills after using the Drops application. Some students stated that they felt more understanding of English lessons and improved their pronunciation. Students also highlighted the improvement in word meaning and overall understanding of the lesson.

The researcher also discovered some weaknesses highlighted by students while using the Drops application such as time limitation, device limitation, and

unavailability of Indonesian translation as mentioned by the teacher during the interview. These are external factors that can influence students' perceptions. Time and translation limitations can affect the extent of the benefits that students can experience from the Drops application, which can also affect students' comfort in understanding the material being delivered. In this case, the researcher found that the teacher was able to handle the problems that arose during the use of the Drops application.

Students responded positively to the use of Drops application as a medium for vocabulary learning in English lessons. Despite some shortcomings highlighted by some students, most of them felt that the application was effective and fun to use in learning vocabulary. The students' responses show that learning vocabulary through Drops not only affects vocabulary comprehension, but also improves their ability in other language skills. With the responses, the researcher can also conclude that students realize the importance of vocabulary in understanding English lessons.