

## CHAPTER V

### CLOSURE

#### A. Conclusions

Based on the results of the research on the use of Drops application as a learning media to teach vocabulary, can be concluded as follows:

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

In using Drops application as a vocabulary learning media, the teacher integrated two conditions, online and offline learning. In online learning, the teacher chooses the topic according to the material to be taught, students are expected to download and use the Drops application before the lesson starts. Students will be asked to record the vocabulary learned, the results will be checked and discussed with the teacher and all students directly in the learning process.

During the offline learning, Drops application is still used as a learning resource. The teacher assigned a collection of vocabulary relevant to the next learning material. Students are given the task to write the vocabulary and its meaning. The teacher will check and discuss them in English class with all students. The teacher also combines several vocabulary teaching techniques to optimize the use of Drops application at school.

Teachers utilized the advantages of the Drops application in self-directed learning and combined it with direct interaction in the classroom. The teacher was able to accommodate online learning conditions during the COVID-19 pandemic and effectively continuing it when returning to offline learning.

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

In this study, it can be concluded that students' perceptions of the use of Drops application as a vocabulary learning media are very positive, either from internal or external factors that influence their perceptions. Although there are some obstacles, such as the unavailability of direct translation into Indonesian, the use of Drops application is considered effective in enriching students' vocabulary. The majority of students consider Drops application as a fun and effective learning media in increasing their interest and motivation in learning vocabulary.

### **B. Suggestions**

There are some suggestions that can be taken as considerations

1. Teachers can explore how to integrate Drops more actively into the classroom environment. Because the use of Drops as a media can be optimized if done directly during the learning process in class.
2. Teachers can provide online translator references or dictionary recommendations as well as further guidance to students on how to find word meanings independently to overcome the obstacles related to the availability of direct translations on Drops. This will encourage independent learning, critical thinking, and resourcefulness.
3. Teachers need to ensure there is a mechanism to provide real-time feedback on homework using Drops and vocabulary exercises. As constructive feedback can help students identify and correct mistakes immediately, and can reinforce the learning process.