THE USE OF DROPS APPLICATION TO IMPROVE STUDENTS' DAILY VOCABULARY MASTERY AT THE SEVENTH GRADE OF SMPN 3 PALOPO

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ABSTRACT

This research aimed to examine the effectiveness of using the Drops application in improving the daily vocabulary mastery of seventh-grade students at SMPN 3 Palopo. The primary problem underlying this research was the students' limited vocabulary, which hindered their ability to communicate and understand lessons, as well as the use of conventional, monotonous teaching methods. This study employed a pre-experimental design with a one-group pre-test and post-test. The population of the study consisted of all 318 seventh-grade students at SMPN 3 Palopo, with a sample of 28 students from class VII D selected through convenience sampling. The research instruments included vocabulary tests (multiple-choice and fill-in-the-blank), observation, and documentation. Data were analyzed statistically using the Wilcoxon Signed Rank Test via the SPSS 26 program. The results showed a significant improvement in students' vocabulary mastery. The students' mean score increased from 44.78 in the pre-test to 94.07 in the post-test. Statistical analysis revealed a significance value of 0.000 (Asymp. Sig < 0.05), indicating that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. This proves that the use of the Drops application is effective in improving students' daily vocabulary mastery, particularly in the categories of nouns, verbs, and adjectives. The visual features, audio, repetition, and gamification elements in the application were found to enhance students' motivation and memory retention in learning English.

Keywords: Drops Application, Vocabulary Mastery, Daily Vocabulary, MALL (Mobile-Assisted Language Learning).

1) INTRODUCTION

Vocabulary mastery is a fundamental aspect of language learning because it supports all language skills, including listening, speaking, reading, and writing. Students with limited vocabulary often face difficulties in understanding and expressing ideas

effectively. In many classrooms, including SMPN 3 Palopo, students tend to have low vocabulary mastery due to conventional teaching methods such as memorization, which are often considered monotonous and ineffective.

In the digital era, the integration of technology in language learning has become increasingly important. Mobile-assisted language learning (MALL) offers flexible and engaging opportunities for students to learn vocabulary independently. One of the applications that supports vocabulary learning is Drops, which uses visual-based learning, repetition, and gamification to enhance vocabulary acquisition.

Previous studies have shown that mobile applications can significantly improve vocabulary mastery and student motivation. However, most studies focus on general vocabulary improvement rather than specific daily vocabulary categories such as nouns, verbs, and adjectives. Therefore, this study aims to investigate whether the Drops application is effective in improving students' daily vocabulary mastery at the seventh grade of SMPN 3 Palopo.

2) METHODS

This study used a pre-experimental design with a one-group pre-test and post-test approach. The research was conducted at SMPN 3 Palopo in January 2026. The population consisted of 318 seventh-grade students, and the sample was class VII D, consisting of 28 students selected through convenience sampling.

The research instruments included vocabulary tests, observation, and documentation. The pre-test was administered to measure students' initial vocabulary mastery, followed by treatment using the Drops application over several meetings, and finally a post-test to measure improvement.

The data were analyzed using descriptive statistics and inferential analysis. Since the data were not normally distributed, the Wilcoxon Signed Rank Test was used to determine the significance of differences between pre-test and post-test scores.

3) RESULTS

The results showed that students' vocabulary mastery improved significantly after the treatment. In the pre-test, most students were categorized as Fair (46%) and Poor (43%), with a mean score of 44.78. After the treatment, the post-test results indicated that 93% of students achieved Excellent classification, with a mean score of 94.07.

The Wilcoxon Signed Rank Test showed that all students experienced score improvement (positive ranks = 28, negative ranks = 0). The significance value was 0.000 (< 0.05), indicating a statistically significant difference between pre-test and post-test results.

These findings confirm that the Drops application effectively improves students' vocabulary mastery.

4) DISCUSSION

The findings indicate that the Drops application significantly enhances students' vocabulary mastery. The improvement can be attributed to several features of the application, such as visual learning, repetition, and gamification, which increase student engagement and motivation.

This result is consistent with previous studies that highlight the effectiveness of mobile-assisted language learning in vocabulary acquisition. The use of interactive and visual elements helps students retain vocabulary more effectively compared to traditional methods.

However, the application has limitations, particularly in teaching complex language elements such as grammar and idiomatic expressions. Therefore, it should be used as a supplementary tool rather than a primary teaching method.

5) CONCLUSION

The study concludes that the Drops application is effective in improving students' daily vocabulary mastery at the seventh grade of SMPN 3 Palopo. The significant improvement in post-test scores demonstrates that mobile learning applications can enhance vocabulary acquisition and student engagement.

It is recommended that teachers integrate the Drops application into vocabulary instruction, students use it consistently for independent learning, and future researchers conduct studies with larger samples and experimental designs.

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