

CHAPTER I

INTRODUCTION

This chapter discusses the introduction of the study which covers the background, identification, limitations, research question, objectives, significance, and definition of key terms.

1.1 Research Background

Vocabulary mastery plays an important role in English language learning. Vocabulary is a foundation for successful communication because it is a core component of learning English. Richards and Renandya (2002) claimed that proficiency in students' speaking, listening, reading, and writing starts from vocabulary mastery. Good communication requires these basic skill components in its implementation. Huyen and Nga (2003) defines vocabulary mastery as a person's ability to understand vocabulary in a language. This ability includes understanding the meaning, pronunciation, spelling, and use of words in the right context. In the early stages, mastering English vocabulary can help students be more engaged in developing target language learning (Alhamami, 2014). Ideally, at the basic level, students should have mastered a lot of vocabulary as the main foundation in language learning. Therefore, vocabulary mastery is essential to be proficient in English language skills.

Even though student have been learning since Elementary School, they still have difficulty communicating in English (Halimah et al., 2022; Mulyono,

2020; Pratolo et al., 2019) For example, Pratolo et al. (2019) in the study found student feedback revealed that they face challenges in mastering vocabulary due to difficulties in memorization and lack of motivation. These are common problems in vocabulary learning. This problem also appears in SD Negeri 9 Karangasem, Bali, Indonesia. The result of the preliminary observation shows this. Specific problems such as low student scores can be a reasonably clear indicator of concern for student vocabulary mastery. It can be seen from the English scores of fourth-grade students evaluated in the previous grade. 65% of students did not reach the Minimum Completion Criteria (KKTP) of 67. This percentage shows that most students struggle to achieve the expected value of learning English. Several factors caused the problem. First, there is no specific English teacher in the school. Secondly, available learning tools were not applied optimally, and the technology is still rarely used. Teachers used textbooks, LKS and only rely on whiteboards as a medium to teach. Third, teacher-centered learning is still applied.

Ideally, understanding student characteristics can be a good step towards finding solutions to the above problem. Young learners tend to strongly imitate their teachers, making them learn faster than adults through habitual action with repetition (Lucas et al., 2014). By repeating information, they receive from teachers, they learn and memorize it. In language teaching, repetition is a characteristic of drilling techniques (Ihsanda, 2023). According to Freeman and Marti (2013) drilling is one technique used in the Audio-Lingual Method (ALM) to teach vocabulary and speaking English in foreign language. The drilling techniques are carried out by giving students repeated practice

(Nurviyani et al., 2022). The practice aims to make students have better accuracy, proficiency, and longer memories (Yusuf et al., 2023). Several studies have proven that repetition in drilling technique has a significant effect on primary level students' English vocabulary mastery which makes it easy for students to remember all the material (Halimah et al., 2022; Hidayat et al., 2022; Mulyono, 2020).

In addition, seeing the characteristics of elementary school students who are more interested in visual and audio-based learning, the use of vocabulary videos is one of the potential media (Gezegin, 2014). Vocabulary videos are one of the media that has a great influence in vocabulary learning (Alhamami, 2014; Yawiloeng, 2020; Munawir et al., 2022; Yusriyyah & Mafulah, 2024). The vocabulary videos function to teach, expand, and reinforce vocabulary in educational language skills (Yawiloeng, 2020). Videos can make presentations more engaging, easy to follow, and practical (Kafle, 2022). By incorporating vocabulary videos into repeated practice sessions, students will learn new words thus improving their retention and comprehension.

One of the applications seen as most popular among students is YouTube (Gracella & Nur, 2020). YouTube is a learning media that contains many types of creative content from beginner to advanced levels. That can increase students' motivation to learn, especially in learning English vocabulary (Chien et al., 2020). YouTube has even become early literacy for most children through watching kids-song videos and vocabulary videos. YouTube can help young learners keep their attention and more participating in learning proses (Sorohiti et al., 2024). The flexible nature of YouTube is very suitable for

students to use anytime and anywhere (Binmahboob, 2020). It can be concluded that YouTube vocabulary videos are an effective medium on students' vocabulary mastery. Therefore, in terms of improving vocabulary mastery at the primary level, requires a combination of drilling techniques with technology such as vocabulary videos.

Several studies have investigated the effects of the combination of drilling techniques and technology that has positive effect on students' English vocabulary (Fauzia & Lolita, 2018; Lolita, 2018; Putri, 2022). For example, Lolita (2018), found the effects of drilling with Computer Assisted Language Learning (CALL) on students' vocabulary acquisition have a positive result. 81% of students at the Junior High School level enjoy the vocab learning process. Similarly, Halimah et al. (2022), through the qualitative descriptive method, found that implementing drilling techniques through Virtual Reality (VR) media in vocabulary teaching motivates students to achieve students' vocabulary mastery. Furthermore, Putri (2022) concluded that implementing drilling combined with YouTube positively influenced students' vocabulary, fluency, and also their pronunciation.

The above studies have shown the effects of drilling techniques and technology on students' vocabulary acquisition. However, how drilling techniques inside and outside the classroom integrated with technology implemented to improve vocabulary mastery, especially in primary-level students, remains unclear. Therefore, this gap encourages the researcher to conduct this research, with the objective to improve students' vocabulary mastery. However, the effectiveness of a learning technique is not only

measured by the improvement of student learning outcomes, but also by how students respond to the method. Students who feel comfortable and enjoy learning tend to have higher motivation in learning (Hamzah et al., 2010). Understanding students' opinions on the use of drilling techniques with vocabulary videos in vocabulary learning is important to be explored. Therefore, in addition to improving vocabulary mastery, this study also aims to find out students' opinions of the use of drilling techniques integrated with technology through vocabulary video in vocabulary learning.

1.2 Problem Identification

The preliminary observation at SD Negeri 9 Karangasem showed a problem related to the lack of vocabulary mastery of fourth-grade students. It is evident from the students' scores based on the previous evaluation that 65% students were unable to pass the English KKTP of 67. The teacher mentioned that this happened due to several factors. First, there is no specialized English teacher. Therefore, teacher have difficulty designing lessons and creating effective teaching strategies to help students master English. Secondly, the learning process still uses conventional media. They were still based on textbooks, dictionaries, and worksheet paper. Moreover, the use of technology is not optimal. Teacher tend to explain the material with manual media, like a whiteboard, rather than technological devices. This tends to make them bored. Third, teachers still maintain teacher-centered learning, which tends to reduce students' interest in learning. By identifying these problems, this study aims to improve vocabulary mastery using drilling techniques integrated with

technology through vocabulary videos for fourth-grade students of SD Negeri 9 Karangasem.

1.3 Research Limitation

Based on the problems described earlier, to make the research more focused and in-depth, this research only includes the implementation of a drilling techniques integrated with technology through vocabulary videos to improve students' vocabulary mastery at SD Negeri 9 Karangasem in fourth grade. Furthermore, this study is conducted to know the students' opinions toward the implementation of drilling techniques integrated with technology through vocabulary video to improve the students' vocabulary mastery of 4th grade at SD Negeri 9 Karangasem.

1.4 Research Questions

1. Can the use of drilling techniques integrated with technology through vocabulary videos improve vocabulary mastery of 4th-grade students at SD Negeri 9 Karangasem?
2. What is the student's opinion of using drilling techniques integrated with technology through vocabulary videos conducted to improve vocabulary mastery of 4th-grade students at SD Negeri 9 Karangasem?

1.5 Research Objective

1. To improve vocabulary mastery through the use of drilling techniques integrated with technology through vocabulary videos for grade 4 students at SD Negeri 9 Karangasem.

2. To identify the students' opinions on using drilling techniques integrated with technology through vocabulary videos conducted to improve vocabulary mastery of 4th-grade students at SD Negeri 9 Karangasem.

1.6 Research Significances

1. Theoretical significances

This study can give a new data on the implementation of drilling techniques integrated with technology through vocabulary videos in improving vocabulary mastery at elementary level students. It can provide additional evidence supporting behaviorist theories that emphasize repetition and reinforcement, while also enriching the understanding of technology-assisted learning models in primary education.

2. Practical significances

- a. For the observed school

It is hoped that this research can help provide the observed schools with insights into improving standards by providing guidance or feedback.

- b. For teacher

It is expected to be a reference for English teachers in teaching English vocabulary using a combination of drilling techniques and technology with vocabulary video media.

- c. For students

This research is expected to help students in improving vocabulary mastery by using drilling techniques combined with technology in the form of vocabulary videos.

- d. For readers

This study is expected to provide information about the application of drilling techniques in combination with technology in the form of vocabulary videos to readers. and it is also expected to be a reference or learning for English teachers in the process of using drilling techniques in combination with technology in the form of vocabulary videos.

e. For the researchers

In addition, this research is expected to be a reference for other researchers regarding drilling techniques combined with technology in the form of vocabulary videos. It is also expected to provide an opportunity to conduct further research on related topics.

1.7 Definition of Key Terms

To reduce misunderstanding, the definition of key terms can be presented as follows:

1. Theoretical Definition

a. Drilling Techniques Integrated with Technology

Conceptually, according to Putri (2022) drilling techniques integrated with technology are repetitive teaching techniques that utilize digital media. It aims to develop specific skills, such as English vocabulary, through repetition and focused practice through technology media and online sessions.

b. Vocabulary Videos

Conceptually, vocabulary videos are visual learning aids designed to introduce and reinforce vocabulary understanding through video (Yawiloeng, 2020). They combine audio-visual elements, such as

images, text, and sound, to create a more interactive and engaging learning experience.

c. Vocabulary Mastery

Conceptually, Huyen and Nga (2003) define vocabulary mastery as a person's ability to understand vocabulary in a language. This ability involves understanding words' meaning, pronunciation, spelling and use in the appropriate context.

2. Operational Definition

a. Drilling Techniques Integrated with Technology

Operationally, the drilling techniques integrated with technology is a repetitive vocabulary teaching technique with the support of digital media. In its operation, this teaching technique shows vocabulary videos from YouTube in class. Followed by an online session where the video is sent through a WhatsApp group so that students can learn it repeatedly.

b. Vocabulary Videos

Operationally, vocabulary videos are videos from YouTube that explain vocabulary with specific material, complete with word lists, pictures, audio how to pronunciation, and example sentences. The vocabulary videos often include exercises to help students remember, practice and motivate in learning.

c. Vocabulary Mastery

Operationally, vocabulary mastery is the ability of students to recognize, pronounce, spelling and use in the appropriate context. At

SDN 9 Karangasem, vocabulary mastery is measured by seeing the extent to which students are able to recognize and use the vocabulary taught, either orally, in writing, in conversation, or tests.

