

REFERENCES

- Adhabi, E. A. R., & Anozie, C. B. L. (2017). Literature review for the type of interview in qualitative research. *International Journal of Education*, 9(3), 86. <https://doi.org/10.5296/ije.v9i3.11483>
- Alam, R. (2019). Comparative analysis between pre-test/post-test model and post-test-only model in achieving the learning outcomes. *Pakistan Journal of Ophthalmology*, 35(1). <https://doi.org/10.36351/pjo.v35i1.855>
- Alhamami, M. (2014). Vocabulary learning through audios, images, and videos: Linking technologies with memory. *Call-Ej*, 17(2), 87–112. <https://callej.org/index.php/journal/article/view/229>
- Aryanata, I. M. W. A., Padmadewi, N. N., & Utami, I. G. A. L. P. (2022). Implementation of voice note on WhatsApp for teaching speaking English. *Journal of Educational Study*, 2(1), 54–64. <https://doi.org/10.36663/joes.v2i1.221>
- Asyiah, D. N. (2017). The vocabulary teaching and vocabulary learning: Perception, strategies, and influences on students' vocabulary mastery. *Jurnal Bahasa Lingua Scientia*, 9(2). <https://doi.org/10.21274/lis.2017.9.2.293-318>
- Barcroft, J., & Sommers, M. S. (2011). Indexical information, encoding difficulty, and second language vocabulary learning. *Applied Psycholinguistics*, 32(2), 417–434. <https://doi.org/10.1017/S0142716410000469>
- Beitchman, J. H., Jiang, H., Koyama, E., Johnson, C. J., Escobar, M., Atkinson, L., Brownlie, E. B., & Vida, R. (2008). Models and determinants of vocabulary growth from kindergarten to adulthood. *Journal of Child Psychology and Psychiatry*, 49(6), 626–634. <https://doi.org/10.1111/j.1469-7610.2008.01878.x>
- Berry, T. (2008). Pre-test assessment. *American Journal of Business Education-Third Quarter*, 1(1). <https://doi.org/10.19030/ajbe.v1i1.4633>
- Binmahboob, T. (2020). YouTube as a learning tool to improve students' speaking skills as perceived by EFL teachers in secondary school. *International Journal of Applied Linguistics and English Literature*, 9(6), 13. <https://doi.org/10.7575/aiac.ijalel.v9n.6p.13>
- Brown, H. D., & Frazier, S. (2001). *Teaching by principles: An interactive approach to language pedagogy* (Book Second Edition, Vol. 35). <https://doi.org/10.2307/3587655>

- Chien, C., Huang, Y., & Huang, P. (2020). YouTube videos on EFL college students' listening comprehension. *English Language Teaching*, 13(6), 96. <https://doi.org/10.5539/elt.v13n6p96>
- Ebrahimzadeh, M., & Alavi, S. (2016). Motivating EFL students: E-learning enjoyment as a predictor of vocabulary learning through digital video games. *Cogent Education*, 3(1), 1255400. <https://doi.org/10.1080/2331186X.2016.1255400>
- Fauzia, N., & Lolita, Y. (2018). The use of drill, vocabulous (vocabulary various) and computer assisted language learning (CALL) in learning vocabulary. *Journal of English Teaching*, 03(01). <https://doi.org/10.36456/jet.v3.n1.2018.1540>
- Freeman, L. D., & Marti, A. (2013). *Techniques and principles in language teaching*. (3rd edition-oxford).
- Gezegin, B. B. (2014). An investigation of using video vs. audio for teaching vocabulary. *Procedia - Social and Behavioral Sciences*, 143, 450–457. <https://doi.org/10.1016/j.sbspro.2014.07.516>
- Gracella, J., & Nur, R. D. (2020). Students' perception of English learning through YouTube application. *Borneo Educational Journal (Borju)*, 2(1), 20–35. <https://doi.org/10.24903/bej.v2i1.623>
- Grathia, E. (2018). The effect of using English video on students' vocabulary mastery at SMP PSKD 6 Depok. *JET (Journal of English Teaching)*, 3(2), 143. <https://doi.org/10.33541/jet.v3i2.706>
- Halimah, Nurviyani, V., & Saepulah, A. (2022). Virtual reality-supported drilling strategy in teaching English vocabulary to young learners. *Acitya: Journal of Teaching & Education*, 4(1), 2022. <http://journals.umkt.ac.id/index.php/acitya>
- Hamad, M. M. (2017). Using WhatsApp to enhance students' learning of English language "Experience to share." *Higher Education Studies*, 7(4), 74. <https://doi.org/10.5539/hes.v7n4p74>
- Hamzah, M. I., Ismail, A., & Embi, M. A. (2010). The importance of student's views regarding educational change. *Procedia - Social and Behavioral Sciences*, 7, 738–744. <https://doi.org/10.1016/j.sbspro.2010.10.100>
- Heriyanto, D. (2018). The effectiveness of using YouTube for vocabulary mastery. *ETERNAL (English Teaching Journal)*, 6(1). <https://doi.org/10.26877/eternal.v6i1.2290>

- Hidayat, Y., Herniawati, A., & Ihsanda, N. (2022). Use of drilling technique to teach English speaking to the early childhoods: A descriptive study. *Journal Corner of Education, Linguistics, and Literature*, 2(1), 73–80. <https://doi.org/10.54012/jcell.v2i1.66>
- Hikmah, S. D. (n.d.). The use of animation video for vocabulary mastery. *English Education Journal*. <http://jurnal.iainpadangsidempuan.ac.id/index.php/EEJ>
- Horst, M., & Collins, L. (2006). From faible to strong: How does their vocabulary grow? *The Canadian Modern Language Review*, 63(1), 83–106. <https://doi.org/10.3138/cmlr.63.1.83>
- Huyen, N. T. T., & Nga, K. T. T. (2003). The effectiveness of learning vocabulary through games. *Asian EFL Journal*. https://www.academia.edu/download/54399005/dec_03_vn.pdf
- Idri, M., Talha, M., & Hussin, S. (2022). Engaging in English language learning-acquisition using Edmodo and Telegram among Open Distance Learners (ODLs). *Asian Journal of Social Science Studies*, 7(4), 1. <https://doi.org/10.20849/ajsss.v7i4.1083>
- Irawan, D. (2022). Children vocabulary mastery of English as a foreign language from YouTube video. *Journal Scienti*, 11(2). <http://infor.seaninstitute.org/index.php>
- Kabooha, R., & Elyas, T. (2018). The effects of YouTube in multimedia instruction for vocabulary learning: Perceptions of EFL students and teachers. *English Language Teaching*, 11(2), 72. <https://doi.org/10.5539/elt.v11n2p72>
- Kafle, D. (2022). Effectiveness of using video materials for teaching English stories. *Kanakai Journal*, 2(1), 46–53. <https://doi.org/10.3126/kj.v2i1.47110>
- Kawulich, B. B. (2012). Collecting data through observation. *Doing Social Research: A Global Context*. https://www.researchgate.net/publication/257944783_Collecting_data_through_observation
- Kelsen, B. A. (2009). Teaching EFL to the iGeneration: A survey of using YouTube as supplementary material with college EFL students. *CALL-EJ*. <http://callej.org/journal/10-2/kelsen.html>
- Kemmis, S., McTaggart, R., & Nixon, R. (2019). Critical participatory action research. *Action Learning and Action Research: Genres and Approaches*, 179–192. <https://doi.org/10.1108/978-1-78769-537-520191016>

- Kulsum, E. M., Sakina, R., Fauzan, E., & Fajriah, Y. N. (2023). Teaching vocabulary to young learners using YouTube videos at a private school in Sumedang. *JEPAL (Journal of English Pedagogy and Applied Linguistics)*, 4(1), 51–61. <https://doi.org/10.32627/jepal.v4i1.771>
- Laily, U., & Febrianingrum, L. (2023). The effect of drilling routine tasks on students' vocabulary mastery of Beginner English Class (BEC) at Islamic Boarding School Pamekasan. *PANYONARA: Journal of English Education*, 5(1), 30–40. <https://doi.org/10.19105/panyonara.v5i1.6974>
- Lampai, C., & Sukying, A. (2023). Vocabulary learning through audio-visual input of Thai primary school EFL students. *Journal of Education and Learning*, 12(4), 26. <https://doi.org/10.5539/jel.v12n4p26>
- Lelawati, S., & Dhiya, S. (2018). The teaching of English vocabulary to young learners. *Professional Journal of English Teaching*. <https://doi.org/10.22460/project.v1i2.p95-100>
- Lolita, Y. (2018). Investigating the effectiveness of Computer Assisted Language Learning (CALL) using drill in enhancing vocabulary-a study on Junior High School. *Science, Engineering, Education, and Development Studies (SEEDs)*, 2, 2615–4382. <https://doi.org/10.20961/seeds.v2i1.24650>
- Lucas, C. G., Bridgers, S., Griffiths, T. L., & Gopnik, A. (2014). When children are better learners than adults: Developmental differences in learning the forms of causal relationships. *Journal Cognition*, 131(2), 284–299. <https://doi.org/10.1016/j.cognition.2013.12.010>
- Mendrofa, M., & Wijaya, M. (2022). Benefits of drilling repetition in enhancing second language learners' speaking ability. *International Journal of English and Applied Linguistics (IJEAL)*, 2(2), 263–270. <https://doi.org/10.47709/ijeal.v2i2.1583>
- Merdianti, K. F., Santosa, M. H., & Dewi, K. S. (2023). The effectiveness of TED-ED as Video Based Media Towards High School Students' Listening Skill. *Journal of English Language and Language Teaching*, 7(1), 63–71. <https://doi.org/10.36597/jellt.v7i1.14316>
- Merta, L. W. S., Ratminingsih, N. M., & Budasi, I. G. (2023). The integration of technology in English language teaching to stimulate students' critical thinking. *Language Circle: Journal of Language and Literature*, 17(2), 333–341. <https://doi.org/10.15294/lc.v17i2.39097>
- Muliawan, J. U. (2018). *Penelitian Tindakan Kelas (Classroom Action Research) (Revisi)*. <http://103.78.106.29:8123/inlislite3/opac/detail-opac?id=12652>

- Mulyono, N. (2020). Drilling technique to improve the young learners' English vocabulary mastery. *Journal of Applied Linguistics*, 1(1), 75–91. <https://doi.org/10.36423/altics.v5i1.1367>
- Munawir, A., Inayah, N., Firmansyah, N. P., & Huda, N. (2022). Students' vocabulary mastery by using animation videos on English language teaching. *ETDC. Indonesian Journal of Research and Educational Review*, 1(3), 354–362. <https://doi.org/10.51574/ijrer.v1i2.391>
- Muñoz, C., Pujadas, G., & Pattermore, A. (2023). Audio-visual input for learning L2 vocabulary and grammatical constructions. *Second Language Research*, 39(1), 13–37. <https://doi.org/10.1177/02676583211015797>
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press. <https://doi.org/10.1017/CBO9781139524759>
- Nurviyani, V., Saepulah, A., & Helmie, J. (2022). Virtual reality-supported drilling strategy in teaching English vocabulary to young learners. In *Acitya: Journal of Teaching & Education* (Vol. 4, Issue 1). <http://journals.umkt.ac.id/index.php/acitya>
- Olli, H., & Erlita. (2011). *Opini publik edisi kedua* (2nd ed.). <https://onerecord.id/Record/IOS17064.22318>
- Pratolo, B., Habibie, A., & Setiawan, A. (2019). Speaking skill challenges encountered by Indonesian EFL learners. *Proceedings of the International Conference Series on Education & Learning, Social Science & Humanities*. <https://doi.org/10.2991/adics-elssh-19.2019.7>
- Putri, H. R. (2022). The effectiveness of teaching speaking by using drilling method through YouTube. *Journal of English Teaching, Literature, and Applied Linguistics*, 6(2), 70. <https://doi.org/10.30587/jetlal.v6i2.4069>
- Ramadhona, N., Ananda Alifia Putri, & Dewi Sri Surya Wuisan. (2022). Students' opinions of the use of Quipper school as an online learning platform for teaching English. *International Transactions on Education Technology (ITEE)*, 1(1), 35–41. <https://doi.org/10.33050/itee.v1i1.180>
- Ratminingsih, N. M., & Budasi, I. G. (2018). Local culture-based picture storybooks for teaching English for young learners. *SHS Web of Conferences*, 42, 00016. <https://doi.org/10.1051/shsconf/20184200016>
- Ratminingsih, N. M., Ana, I. K. T. A., Fatmawan, A. R., Artini, L. P., & Padmadewi, N. N. (2022). WhatsApp implementation on pedagogical content courses during COVID-19 pandemic: Students' learning activities and

perception. *Kasetsart Journal of Social Sciences*, 43(1), 238–244. <https://doi.org/10.34044/j.kjss.2022.43.1.32>

Retnawati, H. (2016). Proving content validity of self-regulated learning scale (The comparison of aiken index and expanded gregory index). *REID (Research and Evaluation in Education)*, 2(2), 155–164. <https://doi.org/10.21831/reid.v2i2.11029>

Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching an anthology of current practice*. <https://doi.org/10.13140/RG.2.2.36344.72962>

Sabgini, K. N. W., & Wiraatmaja, T. (2023). The usage of video in teaching vocabulary for young learners. *Journal of English Educational Study (JEES)*, 6(1), 93–104. <https://doi.org/10.31932/jees.v6i1.2309>

Santosa, M. H., Pratama, I. P. S., & Putra, I. N. A. J. (2020). Developing android-based English vocabulary learning materials for primary school students. *JEELS (Journal of English Education and Linguistics Studies)*, 7(1), 161–185. <https://doi.org/10.30762/jeels.v7i1.1467>

Saputra, D. (2018). Developing students' vocabulary mastery through video game. *Jurnal Ilmu Kependidikan*, 6(1), 47. <https://doi.org/10.33506/jq.v6i1.251>

Setiyadi, A. B. (2020). *Teaching English as a foreign language* (2nd Edition). <http://repository.lppm.unila.ac.id/id/eprint/23179>

Sorohiti, M., Hidayah, A. R., & Murtiningsih, S. R. (2024a). Elementary school students' vocabulary enhancement through YouTube video-based learning. *Journal of English Language Studies*, 9(1), 87. <https://doi.org/10.30870/jels.v9i1.23166>

Swanto, S., & Din, W. A. (2014). *Employing drilling technique in teaching English writing skills to a group of rural Malaysian students*. 4(14). <https://www.iiste.org/Journals/index.php/DCS/article/view/14061/14369>

Syafrizal, & Haerudin. (2018). The implementation of vocabulary building strategy in teaching English vocabulary to young learners. *Jo-ELT (Journal of English Language Teaching)*, 5(1), 40. <https://doi.org/10.33394/jo-elt.v5i1.2296>

Tahmina, T. (2023). Students' perception of the use of YouTube in English language learning. *Journal of Languages and Language Teaching*, 11(1), 151. <https://doi.org/10.33394/jollt.v11i1.6883>

- Wahyuni, L. G. E., & Pratiwi, N. P. A. (2021). *Enhancing EFL students' speaking competency through animated learning video*. <https://doi.org/10.2991/assehr.k.211222.029>
- Yawiloeng, R. (2020). Second language vocabulary learning from viewing video in an EFL classroom. *English Language Teaching*, 13(7), 76. <https://doi.org/10.5539/elt.v13n7p76>
- Yu, F., & Chen, Y. (2014). Effects of student-generated questions as the source of online drill-and-practice activities on learning. *British Journal of Educational Technology*, 45(2), 316–329. <https://doi.org/10.1111/bjet.12036>
- Yusriyyah, I. F., & Mafulah, S. (2024). The use of captioned videos strategy to improve students' vocabulary mastery. *JOSAR*, 9(1), 116–128. <https://doi.org/10.35457/josar.v9i1.3274>
- Yusuf, F., Usman, H., & Irfan, M. (2023). The use of drill method to improve elementary school students' learning outcomes in vocabulary. *JETLEE: Journal of English Language Teaching, Linguistics, and Literature*, 3(1), 13–21. <https://doi.org/10.47766/jetlee.v3i1.1137>

