

**THE USE OF DRILLING TECHNIQUES
INTEGRATED WITH TECHNOLOGY TO IMPROVE
STUDENTS' VOCABULARY MASTERY AT SD
NEGERI 9 KARANGASEM**

SKRIPSI

**Diajukan kepada
Universitas Pendidikan Ganesha
Untuk Memenuhi Salah Satu Persyaratan dalam Menyelesaikan
Program Sarjana Pendidikan Bahasa Inggris**



**JURUSAN BAHASA ASING
FAKULTAS BAHASA DAN SENI
UNIVERSITAS PENDIDIKAN GANESHA
SINGARAJA
2025**

LEMBAR PERSETUJUAN PEMBIMBING

SKRIPSI

DIAJUKAN UNTUK MELENGKAPI TUGAS
DAN MEMENUHI SYARAT-SYARAT UNTUK
MENCAPAI GELAR SARJANA PENDIDIKAN

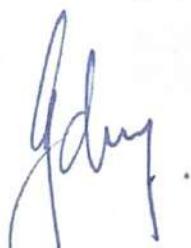
Menyetujui

Pembimbing I,



Kadek Sintya Dewi, S.Pd. M.Pd.
NIP. 198803232015042004

Pembimbing II,



Gede Mahendrayana, S.Pd., M.Pd.
NIP. 199007252015041002

LEMBAR PERSETUJUAN DOSEN PENGUJI

Skripsi oleh I Dewa Ayu Putu Ratih
Telah dipertahankan di depan dewan penguji
Pada tanggal 4 Februari 2025
Dewan Penguji,

Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd. M.Pd.
NIP. 198104192006042002

(Ketua)

Penguji I

Dr. Kadek Sonia Piscayanti, S.Pd., M.Pd.
NIP. 198403042008122002

(Anggota)

Penguji II

Dr. I Wayan Swandana, S.S., M.Hum.
NIP. 198411182015041002

(Anggota)

Penguji III

Kadek Sintya Dewi, S.Pd. M.Pd.
NIP. 198803232015042004

(Anggota)

Penguji IV

Gede Mahendrayana, S.Pd., M.Pd.
NIP. 199007252015041002

(Anggota)

LEMBAR PERSETUJUAN DAN PENGESAHAN PANITIA UJIAN

SKRIPSI

Diterima oleh Panitia Ujian Fakultas Bahasa dan Seni
Universitas Pendidikan Ganesha
guna memenuhi syarat-syarat untuk mencapai gelar Sarjana Pendidikan

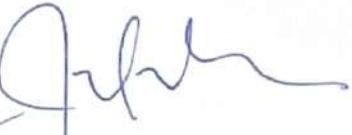
Pada:

Hari : Rabu
Tanggal : 5 Februari 2025

Mengetahui,

Ketua Ujian

Sekretaris Ujian

 
Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd. M.Pd. Prof.Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.
NIP. 198104192006042002 NIP. 198304022006042001

Mengesahkan

Dekan Fakultas Bahasa dan Seni



Drs. I Gede Nurjaya, M.Pd.
NIP. 196503201990031002

SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa karya tulis yang berjudul "**THE USE OF DRILLING TECHNIQUES INTEGRATED WITH TECHNOLOGY TO IMPROVE STUDENTS' VOCABULARY MASTERY AT SD NEGERI 9 KARANGASEM**" beserta seluruh isinya adalah benar-benar karya sendiri dan saya tidak melakukan penjiplakan dan pengutipan dengan cara-cara yang tidak sesuai dengan etika yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung risiko/sanksi yang dijatuhkan kepada saya apabila kemudian ditemukan adanya pelanggaran atas etika keilmuan dalam karya saya ini atau ada klaim terhadap keaslian karya saya ini.

Singaraja, 4 Februari 2025

Yang membuat pernyataan.



I Dewa Ayu Putu Ratih
NIM. 2112021030

DEDICATION

This thesis is highly dedicated to the following:

Ida Sang Hyang Widhi Wasa

My Parents:

I Dewa Made Widya Arta & I Gusti Ayu Merta Yoni, S.Pd.

My Supervisors:

Kadek Sintya Dewi, S.Pd., M.Pd.

Gede Mahendrayana, S.Pd., M.Pd.

A few Names that would never be forgotten during this thesis journey:

Ayu Dewi, Rona Pratiwi, Uti, Diah, Desak Yuniari, Dewayu Sintya, Sri Agustini, Dwimayoga, Indra Kusuma, Gangga, Dinda, Merdani, Eka Mei, Nitya, Dode Surya, Pradnya, Agung Sintya.

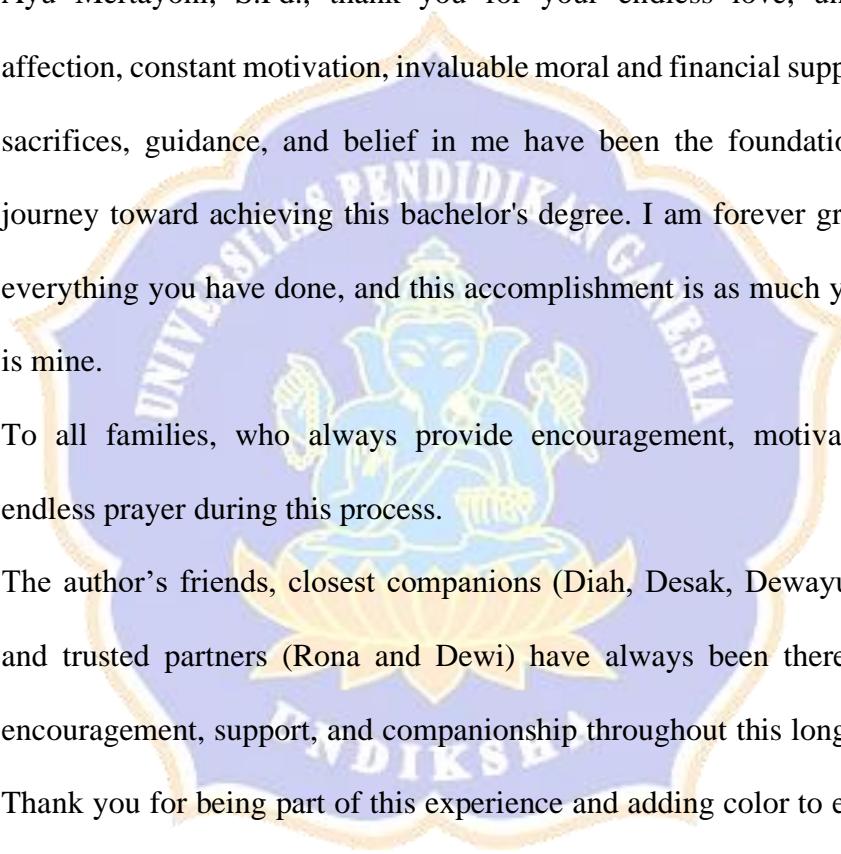


ACKNOWLEDGEMENT

First of all, the author would like to thank God Almighty, Ida Sang Hyang Widhi Wasa, for all the blessings that have been given so the author can complete a research entitled “The Use of Drilling Techniques Integrated with Technology to Improve Students’ Vocabulary Mastery at SD Negeri 9 Karangasem.”

The author recognizes that this thesis will not be adequately completed without various parties' guidance, support, and motivation. The author would also like to express his gratitude and appreciation to all those who have provided guidance, advice, and support. My deepest gratitude and appreciation go to:

1. Kadek Sintya Dewi, S.Pd. M.Pd., as the first supervisor, has patiently provided direction, guidance, motivation, and care during the preparation of this thesis.
2. Gede Mahendrayana, S.Pd., M.Pd., is the second supervisor, who has helped the author with unstoppable guidance, feedback, and suggestions.
3. Dr. Kadek Sonia Piscayanti, S.Pd., M.Pd., as the first examiner, who has provided in-depth input and constructive suggestions to improve the quality of this thesis.
4. Dr. I Wayan Swandana, S.S., M.Hum., as the second examiner who has provided critical views and valuable input for the improvement of this thesis.
5. All of the English Language Education who have guided and inspired the author during the studies with incredible knowledge, insights, and experiences.

- 
6. The headmaster and teachers at SD Negeri 9 Karangasem provided permission, information, support, and comfort while the author was collecting data.
 7. Fourth-grade students of SD Negeri 9 Karangasem who have participated in the implementation of the research.
 8. Most especially, to beloved parents, I Dewa Made Widya Arta and I Gusti Ayu Mertayoni, S.Pd., thank you for your endless love, unwavering affection, constant motivation, invaluable moral and financial support. Your sacrifices, guidance, and belief in me have been the foundation of my journey toward achieving this bachelor's degree. I am forever grateful for everything you have done, and this accomplishment is as much yours as it is mine.
 9. To all families, who always provide encouragement, motivation, and endless prayer during this process.
 10. The author's friends, closest companions (Diah, Desak, Dewayu Sintya), and trusted partners (Rona and Dewi) have always been there to offer encouragement, support, and companionship throughout this long journey. Thank you for being part of this experience and adding color to every step of the struggle.
 11. To myself, Dewayu Ratih, thank you for being strong until now for fighting from the very beginning and never choosing to give up, no matter how difficult the challenges of college and thesis struggles were. Thank you for facing your fears and managing to stay in control despite outside pressures.

You are extraordinary. Congratulations, and keep fighting for the next journey ahead.

12. The author also expresses her deepest gratitude to all those who cannot be mentioned one by one, who have contributed in various ways to the completion of this thesis.

The author realizes that this thesis is far from perfect, but it is hoped that this work can provide benefits for readers and become a small contribution to the world of education. Finally, the author presents this thesis as a small proof of the effort and hard work that has been undertaken, as well as a form of gratitude for all the blessings that have been received.

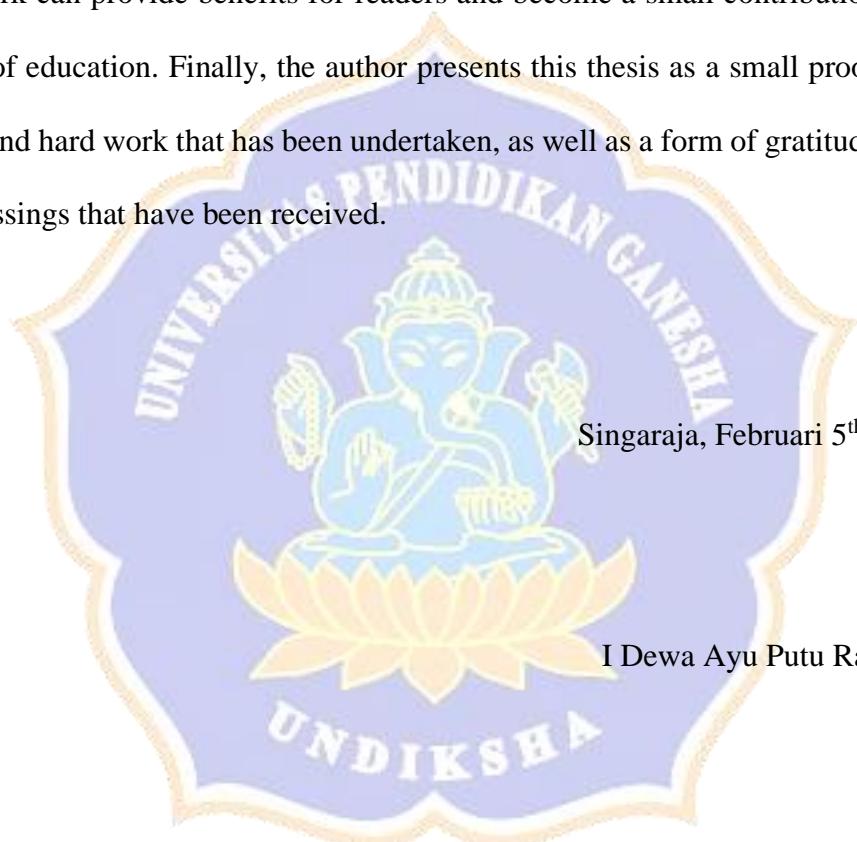


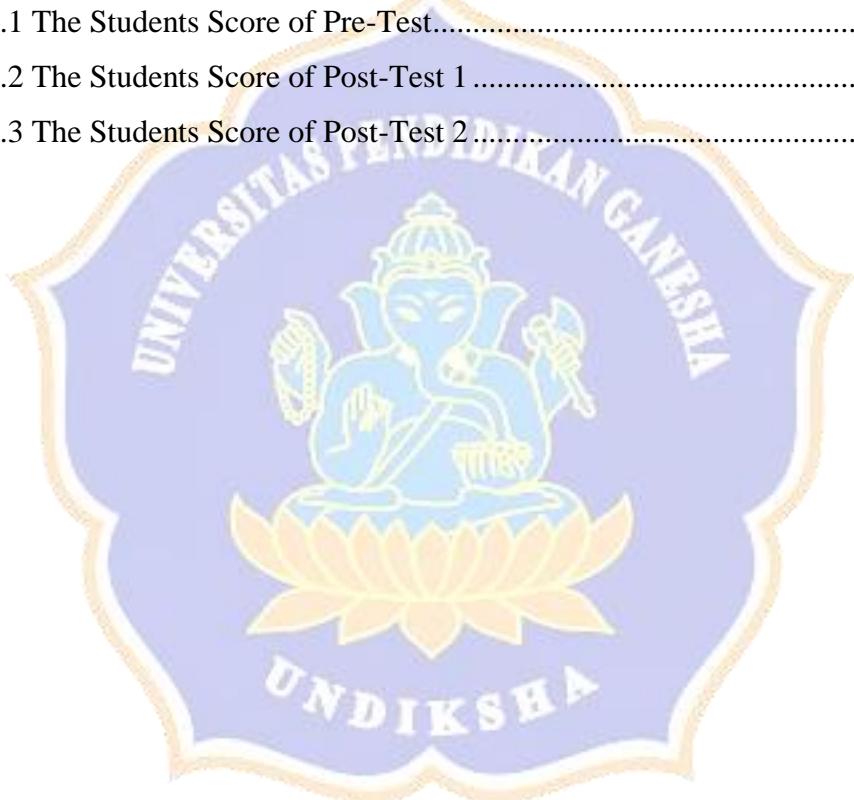
TABLE OF CONTENTS

	PAGE
ACKNOWLEDGEMENT	i
ABSTRACT	iv
TABLE OF CONTENTS	vi
LIST OF TABLES	viii
LIST OF FIGURES.....	ix
LIST OF APPENDICES	x
CHAPTER I INTRODUCTION	1
1.1 Research Background.....	1
1.2 Problem Identification.....	5
1.3 Research Limitation.....	6
1.4 Research Questions	6
1.5 Research Objective.....	6
1.6 Research Significances.....	7
1.7 Definition of Key Terms	8
CHAPTER II LITERATURE REVIEW.....	11
2.1 Theoretical Review.....	11
2.1.1 Vocabulary Mastery.....	11
2.1.2 Characteristics of Young Learners	15
2.1.3 Drilling Techniques	16
2.1.4 Drilling Techniques Integrated with Technology	18
2.1.5 Vocabulary Videos	19
2.1.6 Procedure of Teaching Vocabulary	21
2.1.7 Students' Opinion	22
2.2 Empirical Review	23
CHAPTER III RESEARCH METHODS	27
3.1 Research Design	27
3.2 Research Subjects.....	29
3.3 Data Collection Methods	30
3.3.1 Vocabulary Test.....	30

3.3.2 Observation.....	30
3.3.3 Interview	30
3.4 Research Instruments.....	31
3.4.1 Vocabulary Test.....	31
3.4.2 Interview Guide	33
3.5 Instrument Validity.....	34
3.6 Data Analysis.....	37
3.7 The Indicator of Success	37
 CHAPTER IV RESEARCH FINDINGS AND DISSCUSSIONS	39
4.1 Findings	39
4.1.1 Findings of The Preliminary Study.....	39
4.1.2 Findings of The First Cycle	41
4.1.3 Findings of The Second Cycle.....	52
4.1.4 Students Opinion.....	62
4.2 Discussions	68
4.3 Implication.....	73
 CHAPTER V CLOSURE	76
5.1 Summary.....	76
5.2 Conclusion.....	77
5.3 Suggestion	78
 REFERENCES.....	79
APPENDICES.....	86

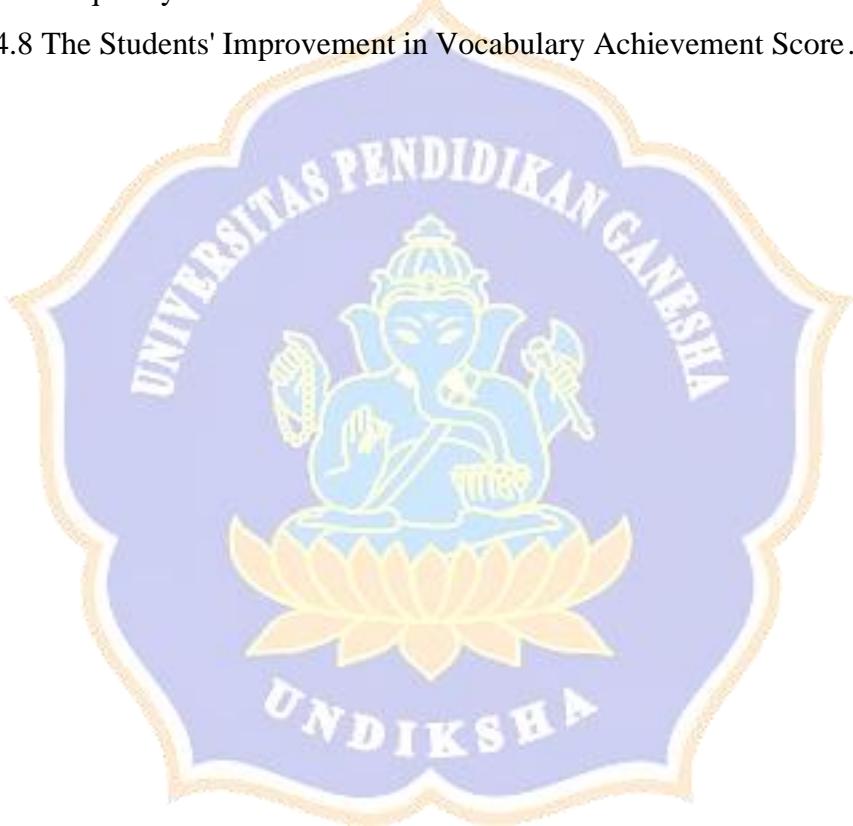
LIST OF TABLES

Table	Page
Table 3.1 Blue Print of Vocabulary-Test	31
Table 3.2 Gregory Formula.....	35
Table 3.3 Criteria of Content Validity	35
Table 3.4 Validity Test on The Vocabulary Test.....	35
Table 3.5 Cross Tabulation (2x2) on The Vocabulary Test.....	36
Table 3.6 Validity Test on The Interview Guide	36
Table 3.7 Cross Tabulation (2x2) on Interview Guide	36
Table 4.1 The Students Score of Pre-Test.....	39
Table 4.2 The Students Score of Post-Test 1	49
Table 4.3 The Students Score of Post-Test 2	58



LIST OF FIGURES

Figure	Page
Figure 4.1 Frequency Distribution of Pre-test Student Scores.....	40
Figure 4.2 The Learning Process in The Classroom Session Cycle I	43
Figure 4.3 The Learning Process in The Online Session Cycle I	44
Figure 4.4 Frequency Distribution of Post-test 1 Student Scores	50
Figure 4.5 The Learning Process in The Classroom Session Cycle II.....	53
Figure 4.6 The Learning Process in The Online Session Cycle II	55
Figure 4.7 Frequency Distribution of Post-test 2 Student Scores	60
Figure 4.8 The Students' Improvement in Vocabulary Achievement Score	61



LIST OF APPENDICES

Appendix	Page
Appendix 01. Preliminary Observation (Before CAR).....	86
Appendix 02. Teacher Interview Documentation (Before CAR)	88
Appendix 03. Blue Print of Instrument and Instrument Validation	89
Appendix 04. Vocabulary Test Questions	100
Appendix 05. Teaching Module.....	105
Appendix 06. Researcher Fieldnotes in Cycle 1 and 2	119
Appendix 07. Preliminary Study Documentation	124
Appendix 08. Cycle 1 Documentation	125
Appendix 09. Cycle 2 Documentation	132
Appendix 10. Post-test 1, and Post-test 2 Documentation.....	141
Appendix 11 Pre-test, Post-test 1, and Post-test 2 Results.....	143
Appendix 12. Interview Documentation	144
Appendix 13. Surat Keterangan Penelitian	146
Appendix 14. Surat Pernyataan Skripsi	147

