

CHAPTER I

INTRODUCTION

1.1 Research Background

English is among the most dominant and universal languages in various fields. English has grown to be the most necessary language for mastering communication (Fransiska, 2007). English has also significantly influenced the current era of globalization (Alivia et al., 2022). The education system is governed by Ministerial Regulation Number 12 of 2024, which pertains to the curriculum for Early Childhood Education, Primary Education, and Secondary Education. Nadiem Makarim emphasized that English will be compulsory for elementary and equivalent students.

Language learning is a complex process that requires mastery of several key components. Among these, vocabulary plays a fundamental role in building effective communication skills. Learners may struggle to understand and express ideas clearly without a strong vocabulary foundation. English learners should focus on enriching their vocabulary (Daming et al., 2024). Vocabulary is the most critical component of any language and must be mastered before the other four English language skills (Alfani et al., 2017). Mastering the vocabulary encompasses the capacity to identify and differentiate between words (Kosim et al., 2013). Vocabulary is vital to communication because students cannot know each word and communicate. (Dewi, 2017). According to Nation (2001), vocabulary is not the only aspect of understanding

meaning; other aspects include spelling, pronunciation, collocations, and relevancy. According to Fransiska (2007), learning and teaching English have remained a challenge in schools since many students struggle to comprehend foreign languages in the classroom. They contend that English is challenging to master due to its restricted vocabulary and insufficient understanding of the language's components. Nevertheless, several students continue to encounter challenges with vocabulary mastery. Following the pre-observation at SD Negeri 3 Dalung, the researcher interviewed one of the institution's teachers. The instructor verified that most students struggled to comprehend the subject covered in class due to insufficient language proficiency.

The teacher also confirmed that there is no English teacher in this school. No specialized teachers teach English lessons, and students are only taught with the guidance of student companion books. Another problem among students is that many students still have difficulty understanding the textual references of a text, which causes them to spend much time translating words in reading activities. The deficiency in vocabulary signifies that students require instruction through methods or strategies that facilitate the acquisition of vocabulary pertinent to the current learning content.

In addition, related to students' habits in class, some students are less active and enthusiastic about learning English, based on differences in student characteristics and their interest in learning English. Some of them feel that English learning activities are less exciting and fun. Besides that, from the

results of preliminary observations conducted by researchers, it was noted that 70% of students from A Fourth class had not yet reached the Minimum Completion Criteria (KKM) in English subjects. The average score obtained by students is still below the KKM limit of 70. This finding indicates a gap between student abilities and expected learning targets, so evaluation and intervention in teaching methods are needed to improve student learning outcomes. Recognizing this issue, it is advisable for the researcher to implement a learning method to enhance students' proficiency in English vocabulary. One learning strategy is the integration of the drilling approach with technology.

Drilling is an instructional method that employs tasks to consolidate previously acquired abilities (Huda, 2020). This method can be employed to cultivate skills and competence. Drilling is a repetitive activity that is consistent and challenging to forget. It can enhance the capacity for permanence. The drilling procedures systematically formulate representational materials (Huda, 2020). Furthermore, the drilling technique can be applied alternatively, including using technology and online platforms. Danesi, M. (2014) defines media as the various forms, instruments, and methods that collectively constitute media communication, including newspapers, journals, radio stations, television channels, and websites.

Consequently, the researcher employed a pedagogical approach designed to enhance student vocabulary through drilling techniques integrated with technology, utilizing vocabulary learning videos sourced from various

YouTube channels. This strategy was implemented in the classroom during English sessions, and students have access to the vocabulary videos from home since they are disseminated via their WhatsApp Group.

1.2 Problem Identification

Based on this background and interviews performed by the researcher with fourth-grade instructors at SD Negeri 3 Dalung regarding students' understanding of English vocabulary, the researcher concluded that various factors contribute to students' challenges in learning English, particularly vocabulary.

The first problem identified is that no English teacher can teach the fourth-grade students of SD Negeri 3 Dalung. Students are taught English lessons with homeroom teachers for only one hour per week. With the limited time and specific teachers who teach English lessons, learning activities may not be optimal.

The second issue noted is the absence of interest among fourth-grade students at SD Negeri 3 Dalung in engaging in English language lessons. The majority of students perceive English lessons as challenging and tedious, resulting in a diminished enthusiasm for learning the language. This leads to inadequate student performance in assimilating the material presented, particularly with their English language proficiency.

The third issue noted is the predominance of utilizing textbooks and solely listening to information from the instructor in English learning activities. This may explain why fourth-grade students at SD Negeri 3 Dalung quickly become disinterested in learning just through book media. Utilizing technology, particularly

engaging vocabulary films, may enhance students' passion and interest in studying English, especially vocabulary mastery.

The study seeks to investigate how integrating drilling techniques with technology, specifically through vocabulary videos, can enhance vocabulary mastery among fourth-grade students at SD Negeri 3 Dalung by identifying existing challenges.

1.3 Research Limitation

The study's limitation is limited to the fourth-grade students of SD Negeri 3 Dalung. It focused on integrating drilling techniques with technology through vocabulary videos to improve students' vocabulary mastery.

1.4 Research Questions

Based on the background of the study, the research question could be stated as follows:

1. Can the use of drilling techniques integrated with technology through vocabulary videos improve vocabulary mastery of 4th-grade students at SD Negeri 3 Dalung?
2. What is the student's opinion of using the drilling technique integrated with technology through vocabulary video conducted to improve students' vocabulary mastery of 4th-grade students at SD Negeri 3 Dalung?

1.5 Research Objective

As the problem stated above, the purpose of the study could be stated as follows:

1. To improve the students' vocabulary mastery through drilling technique with technology through vocabulary video of the fourth-grade students of SD Negeri 3 Dalung.
2. To describe the students' opinion toward the implementation of the drilling technique with technology through vocabulary videos in learning English vocabulary.

1.6 Research Significances

This study aimed to enhance vocabulary proficiency by employing drilling approaches combined with technology via vocabulary videos. It aimed to offer significant theoretical and practical insights into the efficacy of employing drilling techniques integrated with technology through vocabulary videos in the instruction of English vocabulary. This study has two implications: theoretical and practical.

1. Theoretical Significance

This study theoretically offers evidence for implementing technology-enhanced drilling strategies through vocabulary videos to enhance students' vocabulary mastery. The results are expected to provide a reference for future research on the application of drilling techniques combined with

technology through vocabulary videos to enhance vocabulary mastering in fourth-grade elementary students.

2. Practical Significance

This study is advantageous for educators, learners, and fellow researchers. The results assisted educators, especially those instructing fourth-grade students at SD No. 3 Dalung, in enhancing their language proficiency. Students gained the opportunity to enhance their English vocabulary. The ultimate advantage is for fellow scholars aiming to pursue investigations in a comparable domain of study.

1.7 Definition of Key Terms

To prevent misinterpretation of the terminology employed in this work, definitions of essential concepts are provided as follows:

1. Theoretical Definition

a. Drilling Techniques Integrated with Technology

Drilling Techniques is a language education strategy that focuses on habit building, learning structures, and tense transformation utilizing the target language and cultural context (Fransiska, 2007). They discovered that supplemental suggestions such as pictures and videos improve language learning (Kabooha & Elyas, 2018).

b. Vocabulary Mastery

Nation (2001) asserts that vocabulary mastery entails a profound understanding of a language's lexicon and expressions. Vocabulary

proficiency entails the ability to identify, understand, and effectively employ a diverse range of words in both oral and written discourse. Vocabulary encompasses all the words utilized by an individual in a particular language, as defined above.

c. Vocabulary Videos

According to Lin & Tseng (2012), vocabulary videos are educational tools designed to enhance and cultivate language proficiency. These videos frequently elucidate the definition, pronunciation, and use of phrases, words, or terms. These instruments are extensively utilized in educational settings for language acquisition, literacy enhancement, and discipline-specific vocabulary. Vocabulary videos can be easily found on various social media sites. Among those social media sites, YouTube is currently ranked as one of the most popular educational learning resources in the digital age. Teachers can utilize the instructional materials on YouTube to aid students learning in the classroom (Widiantari & Dewi, 2023)

d. Students Opinion

According to Cutlip and Center (in Olli and Erlita 2011: 39), Opinion is a point of view on an issue. When someone has an opinion on the same issue, it leads to different assessments because opinions are subjective, meaning they are based on their views. Students' opinion towards using technology may impact their use in educational settings.

2. Operational Definitions

a. Drilling Techniques Integrated with Technology

This study uses the drilling technique integrated with technology to help the fourth-grade students at SD Negeri 3 Dalung improve their vocabulary mastery. The researcher uses the online drilling technique, where students repeat some vocabulary after it has been shown in front of the class through a video, and it is also shared on their WhatsApp group, allowing students to access and learn the vocabulary anytime and anywhere.

b. Vocabulary Mastery

In this study, vocabulary mastery refers to the student's comprehension and knowledge acquired from seeing English vocabulary videos during class. This pertains to the proficiency of fourth-grade students at SD Negeri 3 Dalung in recognizing, comprehending, and retaining accurate English vocabulary aligned with the core and basic competencies they are required to attain during the educational process.

c. Vocabulary Videos

Vocabulary videos serve as a clear and practical method for adopting and assessing the effectiveness of these resources in enhancing students' vocabulary mastery.

d. Students Opinion

Students' Opinions in this study are students' opinions regarding the learning methods that the fourth-grade students at SD Negeri 3 Dalung have received in implementing the treatment using the drilling technique with technology through vocabulary videos shown in class and shared through the WhatsApp group.