# CHAPTER I

# INTRODUCTION

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

## 1.1 Research Background

Vocabulary mastery is essential in developing language skills in English language learning. Listening, writing, speaking, and reading skills are important in understanding English language learning as EFL students (Grathia, 2017; Rahmah et al., 2023). The basic comprehension skills related to communication are vocabulary, pronunciation, and mastery of grammar in order to achieve effective comprehension in the language domain (Rahmah et al., 2023). According to Schmitt (1999), vocabulary mastery is an essential aspect of English language learning, as it is a fundamental basis based on words and involves various strategies and techniques that aim to help the language learning process. Therefore, the basic foundation of vocabulary for EFL students in learning English is important for language skills in order to communicate or express their ideas well (Hikmah, 2021; Rahmadini & Ramadhani, 2024).

In the current education, some problems in EFL students' vocabulary acquisition are found in young learners. Grammatical structures, convoluted pronunciation, and lack of vocabulary are challenges for students in learning English (Maritha & Dakhi, 2017). Also, Indonesian secondary schools

students face challenges in learning English as a foreign language, primarily due to the requirement to build a strong vocabulary base (Ayu et al., 2023). (Thornbury, 2002) states that grammar enables basic understanding in communication, but nothing can be expressed without vocabulary, highlighting the crucial role vocabulary plays in mastering a language. Experiences during teaching and student feedback highlighted difficulties in mastering vocabulary, steaming from reliance on rote memorization and lack of motivation (Situmorang et al., 2019).

As result, students face multiple challenges in mastering vocabulary. A lack of motivation, particularly when confronted with an overwhelming number of English words, further discourages them. Additionally, they struggle to retain vocabulary, as the words often fail to remain in their memory for an extended period (Hikmah, 2021). In addition, correct pronunciation is also difficult for students because the pronunciation in English and Indonesian, as their mother tongues, is very different (Gushendra, 2017). On the other hand, when constructing sentences, students struggle to select the appropriate vocabulary due to the complexity of English word classes (Gushendra, 2017). Students often forget the vocabulary they learn, making it more difficult and taking longer to repeat; teachers usually focus only on grammar rather than on students' vocabulary mastery (Alhamami, 2016). Additionally, academic vocabulary often includes polysemous and abstract words that occur across diverse contexts, making it challenging for students (McKeown et al., 2018).

The researcher conducted preliminary observations with an English teacher and several students at an elementary school in SDN 4 Kaliuntu, Singaraja, Buleleng, Bali, which revealed that many students lacked mastery of English vocabulary. In the observation of a few interviews with teachers, some data, such as the scores given by teachers through vocabulary tests, showed that some students in grade 4 scored below the Minimum Completion Criteria (KKTP) of 70. As observed, many students also had no interest in learning English as they claimed it was a complex language. Pronunciation and complicated English terms are the problems most often mentioned by the students. Challenges that exist will make it difficult to communicate using basic English vocabulary. Many students lack the enthusiasm to learn English teachers need to use diverse teaching methods and utilize engaging media to make the learning process more enjoyable and effective (Erliana & Arbain, 2020).

A variety of approaches have been utilized in language instruction to enhance students' vocabulary. Using vocabulary notebooks and cards in students is a conventional learning method; students write a new word with its meaning and several sentences or translations (Kiliçkaya & Krajka, 2010). Teacher-led instruction methods focus on high-frequency words and repeated exposure through activities. This approach relies heavily on direct instruction from the teacher . Based on young learners are characterized by their ability to observe and use contextual clues such as movement, intonation, mimicry, gestures, actions, and messages to understand and interpret language (Lelawati et al., 2018). Therefore, teachers can use these

methods integrated with technology to improve students' vocabulary. Technology clarifies complex subjects and enhances the learning experience (Halimah et al., 2022; Lolita, 2018). The utilization of conventional media with technology has shaped education by integrating technologies such as virtual classrooms, interactive multimedia, and online learning platforms, thus making learning more accessible and engaging for students.

With the technological advances, existing methods are integrated with various tech-based approaches. Drilling is a technique that is commonly used in learning English in which students listen to the teacher in the form of a recording and repeat (Freeman-Larsen & Anderson, 2011). In addition, drilling is part of the audio-lingual method, which involves repetition to improve students' English fluency (Freeman-Larsen & Anderson, 2011; Mart, 2013). The audio-lingual method can enhance learning techniques today by incorporating technology as a strategy (Fransiska & Jurianto, 2016; Kani & Sa'ad, 2015; Putri, 2022). Therefore, the audio-lingual method is applied to enhance students' English language skills using drilling techniques (Putri, 2022).

Currently, technology is diverse in engaging students' interest in learning vocabulary. Utilizing vocabulary videos is one of the tools that impact students' vocabulary (Grégis & Carvalho, 2019; Gürkan, 2018; Hikmah, 2021; Mokodompit et al., 2020). The use of vocabulary videos using animated videos has been shown to increase students' vocabulary in learning by providing students' attention to colorful, motion, illustrated

videos that make students able to memorize vocabulary with repetition practice (Hikmah, 2021). Thus, integrating technology into vocabulary videos in learning English vocabulary makes learning interactive and effective.

Additionally, YouTube is a commonly used learning media in English education, showcasing the potential of technology in teaching as an interactive learning tool that allows students and teachers to create an engaging atmosphere by exploring various educational videos (Nababan & Simanjuntak, 2023). In addition, the importance of interactive media affects learning activities by using various learning strategies such as vocabulary recognition, correct pronunciation, and good writing (Cahyono, 2021). For instance, (Heriyanto, 2015a) using YouTube as an interactive learning media helps improve students' vocabulary. In addition, using visual and audio learning media such as YouTube allows teachers to teach vocabulary flexibly (Kabooha & Elyas, 2018; Nadhira et al., 2023). Therefore, this learning media supports online education by enabling interaction between teachers and students, providing access to knowledge beyond the classroom.

Previous studies indicate that drilling techniques have been integrated into technology-based learning methods (Dahlan, 2020; Fauzia & Lolita, 2018; Lolita, 2018; Putri, 2022). By implementing drilling techniques through YouTube, speaking skills can be improved, showing progress in students' speaking abilities (Putri, 2022). Similarly, Computer Language Learning (CALL) software allows students' to practice and enhance their vocabulary in real-time and at their own pace (Fauzia &

Lolita, 2018; Lolita, 2018). For example, Dahlan (2020) using Duolingo for drilling techniques enhances vocabulary and reading skills, making the learning process interactive and convenient for students. Thus, research indicates that drilling techniques can enhance student vocabulary through the use of technology.

Despite this, previous research offers limited insight into the use of drilling techniques through technology carried out online with YouTube through WhatsApp in enhancing students' vocabulary mastery; the application of drilling techniques integrated with technology, specifically through vocabulary videos to improve vocabulary mastery, remains unclear. Moreover, past studies have typically examined only two variables in isolation, with minimal research exploring how drilling techniques integrated with technology via vocabulary videos can enhance vocabulary mastery. This approach, which could be applied both in the classroom an online, has not been fully explored. This gap in research has led the researcher to pursue this study.

## 1.2 Problem Identification

Based on preliminary observation and an interview with the school's English teacher, it was found that students struggled to develop vocabulary intensively due to learning difficulties, limited study time, low self-confidence, and other misconceptions about vocabulary. Those problems are explained as follows.

1) Students find English a difficult subject, with some believing English pronunciation is challenging due to differences from Indonesian. The teacher continuously uses traditional methods for vocabulary instruction.

2) Teachers have limited time, with only one hour per week for instruction. Additionally, preparing learning media is challenging due time constraints and the large number of classes to manage.

## 1.3 Research Limitation

The scope of the study is limited to the 4th-grade students of SD Negeri 4 Kaliuntu. The study was conducted in one class of 4th-grade students in SD Negeri 4 Kaliuntu. The research focused on integrating drilling techniques with technology through vocabulary videos to improve students' vocabulary mastery. Furthermore, this research determines the students' opinions toward implementing drilling techniques integrated with technology through vocabulary videos.

## 1.4 Research Question

1) Can the use of drilling techniques integrated with technology through vocabulary videos improve vocabulary mastery in 4th-grade elementary students at SD Negeri 4 Kaliuntu?

2) What is the student's opinion of using drilling techniques integrated with technology through vocabulary videos to improve their vocabulary mastery?

**1.5 Research Objective**

1) To improve students' vocabulary mastery through of the use drilling techniques integrated with technology for 4th grade students at SD Negeri 4 Kaliuntu.

2) To identify the students' opinion of using drilling techniques integrated with technology through vocabulary videos to improve their vocabulary mastery.

**1.6 Research Significances**

This research aims to improve vocabulary mastery through drilling techniques integrated with technology vocabulary videos. The present study is expected to show significant theoretical and practical information on the importance of applying the drilling techniques integrated with technology through vocabulary videos in teaching vocabulary. The researcher focused on two key aspects related to research objectives: theoretical and practical.

1) Theoretical

This study aims to contribute to the existing theory, especially regarding the use of technology-integrated drilling techniques through vocabulary videos to improve vocabulary mastery among students at elementary school.

2) Practical

a. For School

This study is expected to allow schools to learn and implement new instructional strategies that utilize digital tools. By participating in this research, the school will gain meaningful

insights into innovative teaching methods supported by digital tools that can improve vocabulary learning for young learners.

b.  For teacher

Through this study, it is expected that teachers can effectively enhance the vocabulary learning process using drilling techniques. Also, understanding the effectiveness of drilling techniques integrated with technology allows teachers to refine their strategies by implementing online learning with drilling techniques integrated with technology not only in the classroom.

c.  For student

This study aims to help students enhance their vocabulary skills by using drilling techniques combined with technology, specifically through engaging vocabulary videos.

d.  For researcher

The findings of this study are expected to serve as a valuable reference for future research on using technology-integrated drilling techniques, such as vocabulary videos, to enhance vocabulary mastery among fourth-grade students.

## 1.7 Definition of Key Terms

To prevent misunderstandings of the terms used in this study, the definitions of key terms are provided below;

### 1.7.1 Conceptional Definition

#### 1.7.1.1 Drilling Techniques

The drilling technique, a key aspect of the Audio-Lingual Method (ALM) in language teaching, focuses on the repetitive practice of language structures to enhance fluency and promote automaticity (Alemi, 2016; Freeman-Larsen & Anderson, 2011; Mart, 2013).

#### 1.7.1.2 Drilling Technique Integrated with Technology

Halimah et al. (2022) state that the drilling technique integrated with technology is an approach that requires oral practice of phrases using technology as a repeated learning medium.

#### 1.7.1.3 Vocabulary Videos

According to Lin et al. (2012) vocabulary videos are interactive tools design to support students in learning and remembering challenging words while helping them expand their vocabulary and language skill

#### 1.7.1.4 Vocabulary Mastery

According to, vocabulary refers to the collection of words a person knows and uses, and it plays an important role in language learning, reading comprehension, and overall communication skills.

### 1.7.2 Operational Definitions

#### 1.7.2.1 Drilling Techniques

Drilling In this study, drilling is used as a technique to improve the vocabulary of students of SDN 4 Kaliuntu by following the direction of the teacher with repetition from vocabulary videos.

**1.7.2.2 Drilling Technique Integrated with Technology**

In this study, drilling is employed as a technique integrated with technology to enhance students' vocabulary skills of students of SD Negeri 4 Kaliuntu by following the direction of the teacher. Online drilling techniques are enhanced with technology by incorporating vocabulary videos that students watch and practice repeatedly.

**1.7.2.3 Vocabulary Videos**

Vocabulary videos referred to in this study are media used to help students improve their vocabulary of SD Negeri 4 Kaliuntu students. By watching videos online, such as YouTube, which can be accessed anywhere other than the classroom, students know vocabulary videos as a tool used in learning.

**1.7.2.4 Vocabulary Mastery**

In this study, vocabulary mastery refers to students' ability to understand and effectively use words of vocabulary videos used as activities in learning vocabulary and to find out how grade-four students of SD Negeri 4 Kaliuntu can master vocabulary in vocabulary videos given in class and online.