CHAPTER I

INTRODUCTION

1.1 Research Background

Vocabulary serves as the most important element or the first pillar that must be mastered because it is the basis of language mastery (Hariyono, 2020; Hartatiningsih, 2022; Ibhar, 2022; Novianty & Lastari, 2023). For instance Novianty & Lastari, (2023) Stated that a strong vocabulary foundation not only facilitates the communication process but also becomes an important prerequisite for other language skills, such as reading, writing, listening, and speaking. Furthermore, it also supports Waruwu et al., (2023) Who stated that a solid understanding of vocabulary is essential in mastering a new language, as it forms the basis for interpreting the meaning of the words when communicating both orally and in writing. Students at the primary school level must develop a strong vocabulary from an early age. It helps build their ability to understand the meaning of words and strengthen their memory of language concepts. (Ibhar, 2022). For that, mastering English vocabulary is a must thing or part in mastering English because it can make student easily interact and express their communication. (Komalasari, 2022). Thus, in the early stages of language learning, students should have mastered basic levels of vocabulary as the main foundation.

However, if vocabulary learning is not done consistently, students can experience various obstacles such as difficulties in pronouncing, spelling, and

understanding the use of vocabulary in certain contexts(Aba & Pontoh, 2022; Afidah, 2022; Komalasari, 2022; Rahmadillah & Fatimah, 2023; Ryan et al., 2024) For example in (Rahmadillah & Fatimah, 2023) Found that students tend to rely on memorization and translation, so that the use of vocabulary becomes less effective. This inhibits language mastery and makes it difficult for students to communicate. A similar problem was also found at SD Negeri 6 Panjer. Based on initial observations by conducting interviews with teachers, it was found that 60% of the students had low vocabulary mastery as evidenced by pure scores that were still below the KTTP of 70 during English language learning in class. This is caused by several factors, including (1) Firstly, there seems to be a lack of utilization of technology, particularly videos, in teaching vocabulary. (2) In addition, despite having well-equipped facilities, there seems to be underutilization of technological resources by the teaching staff, and only traditional textbook-based teaching techniques are used.

Understanding learner characteristics is important in determining the right solution to the vocabulary learning problems above. Young learners are not yet able to think abstractly, but they have a very good ability to imitate. Usually, they will be very inclined to imitate their teachers more quickly through habits (Lucas et al., 2014). One of the effective techniques is the drilling technique, which is effective because it provides repeated exposure and practice of the vocabulary taught, so that students can internalize words better and use them fluently (Fransiska & Jurianto, 2016). Young learners, especially learners of English as a foreign language, need repetition to understand, remember, and master new vocabulary in depth (Freeman et al., 2000). Repetition is one of the core drilling techniques and is also one of the

main elements of the Audio-Lingual Method, which has been proven to support students' vocabulary mastery (Freeman and Marti Anderson, 2013). The effectiveness of drilling techniques is proven in several experimental studies. In line with Laily & Febrianingrum (2023), the study employed an experimental framework using pre-test and post-test measurements to explore how consistent practice tasks impact learning outcomes shown to significantly improve students' vocabulary mastery, helping students retain and connect words more effectively.

But it is also known, drilling techniques must be supported by technology, if stand alone can be boring because it is too repetitive and monotonous, so it needs a combination with technology. The support of technology theory to support learning activities is needed, such as CALL (Computer-Assisted Language Learning), which refers to the utilization of computers, multimedia, as well as the internet in developing language learning sequences (Ahmadi, 2018). With the rapid changes, this theory shifted to MALL (Mobile-Assisted Language Learning) which states that advanced devices such as smartphones can make the learning process flexible and interesting independently without being limited by time and place (Kukulska-Hulme, 2009).

Related to the theory of CALL and MALL, as well as the characteristics of students related here, namely, preferring to learn using audio-visual media (Lucas et al., 2014). Where the audio-visual media in question is vocabulary video containing multimedia audio, video, and images that are interesting to use because they can be accessed via computer and mobile devices to be part of CALL and MALL for interactive learning and more quickly understood by studentso(Amirezza, 2019; Arndt & Woore, 2018; Devanti, 2018; Grathia, 2018;

Muftah, 2023; Rustambekovna & Adambayevna, 2020; Sabgini & Wiraatmaja, 2023a; Teng, 2020; Yawiloeng, 2020). Vocabulary video is defined as one of the learning tools or educational tools that contain various multimedia such as audio, video, images and good animation that can strengthen and introduce vocabulary so that it can be displayed more interestingly and easily used(Ramezanali & Faez, 2019). The utilization of video media in vocabulary learning have a significant positive impact as proven in previous studies (Andriani, 2016; Devanti, 2018; Grathia, 2018) . The use of vocabulary video is supported with the platform of YouTube that can be a very effective supporting medium in vocabulary learning as it provides easy access to a variety of videos that are engaging, interactive and relevant to students' learning needs (Hariyono, 2020; Ibhar, 2022; Kiranti et al., 2022). From the research (Hariyono, 2020) many YouTube videos are interesting and can make students focus on the video because it is very funny and can increase students' vocabulary also students feel not tense. Vocabulary videos available on YouTube are usually designed with multimedia elements such as animation, images, sound, and narration that can help students understand new words in a strong visual and audio context

The research process with drilling exercises here is also supported by the use of WhatsApp as a communication medium used for learning exercises carried out outside the classroom. This communication tool serves as a means of sending vocabulary videos, repetitive exercises and tasks that must be done at home. The use of WhatsApp also supports (Syairofi et al., 2023)the communication carried out to discuss and exchange arguments anywhere and anytime to learn vocabulary well through smartphones or tablets in line with the MALL theory. The effectiveness of

using WhatsApp as a supporting tool proves that WhatsApp can encourage students' involvement in learning vocabulary in an active and higher participatory manner (Chusnatayaini & Nafi, 2024).

In reinforcing the repetition through video as well as WhatsApp, Word Wall media as an aid to a more interactive and engaging learning continuity was also conducted (Wandari et al., 2024). This interactive platform contains quizzes, guessing games featuring animations and themes supported by sound that make learning more fun and attract students to learn vocabulary better (Susilaningrum & Asri, 2023).

After implementation, this research was assessed using quantitative and qualitative approaches or methods. The approach with quantitative methods uses the results of vocabulary tests that have been carried out in two cycles to see how much improvement in student scores is produced after the research is carried out. While the approach with qualitative methods uses student opinion because learning outcomes cannot only be assessed from tests, but we also have to know how far students feel the usefulness and comfort of learning using vocabulary videos, drilling exercises, and supporting media such as WhatsApp and Word Wall. With this approach, researchers will see an increase not only in grades but also the learning experience felt in the continuity of this research.

Several studies have examined the positive effects of combining drilling techniques and technology on students' English vocabulary (Fauzia & Lolita, 2018; Halimah et al., 2022; Putri, 2022). Research by (Putri, 2022) shows that drilling techniques combined with YouTube can significantly improve vocabulary mastery, as evidenced by a quasi-experimental study where the experimental group showed

a greater improvement than the control group. Similarly, Halimah et al., (2022) found that using drilling techniques integrated with VR following the PMP procedure significantly enhanced students' vocabulary mastery. Many studies have examined the effect of drilling techniques on students' vocabulary mastery. However, the application of drilling techniques integrated with technology to improve vocabulary mastery, especially at the elementary school level, remains unclear. This condition opens up research opportunities to answer problems in the classroom, especially in improving vocabulary mastery with technology by using drilling technique.

Success in learning is not only measured by grades, but how students respond to learning is also important. If students feel happy and enjoy it, it tends to increase their learning motivation so that learning success will be achieved. Therefore, in addition to improving the vocabulary mastery of grade 4A students at SDN 6 Panjer, this study also aims to find out students' opinions about the use of drilling techniques integrated with technology to improve students' vocabulary mastery.

1.2 Problem Identification

Based on the results of initial observations conducted directly at SD Negeri 6 Panjer, it was found that students, especially grade 4, had low mastery of vocabulary. This can be seen from most of their pure scores, which are still 60% below KTTP 70. It is seen from the student score list and found that mastery of vocabulary is still low, and it is difficult to remember vocabulary well. As for some more complete explanations of the factors that influence students' low vocabulary mastery, namely:

1. The researcher found that the teaching techniques are still based on traditional methods, namely by sticking to books. Therefore, students get bored quickly when learning English and pay less attention, so the mastery of vocabulary is still low

2. Utilization of available facilities and technology is still not optimal for student learning, so that learning is less varied and creative.

1.3 Research Limitation

Referring to the problem found, this research focuses on the use of drilling techniques integrated with technology through vocabulary videos to improve vocabulary mastery at SD Negeri 6 Panjer that among 4 Grade students. In addition, this study also aims to explore students' opinions regarding the use of the technique in helping them expand their vocabulary skills.

1.4 Research Question

Based on the problem, also supported by the background that has been implied, this study formulates two questions, which are 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 6 Panjer?

2. What is the students' opinion on using the drilling technique integrated with technology through vocabulary video to improve students' vocabulary mastery at SD Negeri 6 Panjer?

1.5 Research Objectives

Referring to the previously stated problem, this research aims to enhance students' vocabulary mastery as its general goal, with the following points outlining the specific objectives as follows.

1. To improve vocabulary mastery through the use of drilling techniques integrated with technology through vocabulary videos for grade 4 students at SD Negeri 6 Panjer.

2. To identify students' opinions on the use of drilling techniques integrated with technology through vocabulary videos at SD Negeri 6 Panjer.

1.6 Research Significance

1. Theoretical Significance

This research or study is expected to expand theoretical insights, data, and information regarding students' vocabulary mastery in learning. This study is also used to strengthen empirical evidence that supports and strengthens the results of previous research and develops future research results, especially through the application of drilling techniques integrated with technology using vocabulary videos.

2. Practical Significance

a. For English Teacher

This research can provide new ideas for English teachers in choosing interesting learning methods, especially through the use of online drilling techniques. With this finding, teachers are expected to develop more varied strategies to create a more dynamic learning atmosphere and motivate students to enrich their vocabulary

b. For Educational Institutions

This technique is expected to be taken into consideration for educational institutions to develop fresher, more effective, innovative, and adaptive learning methods that are not only based on conventional methods such as memorization.

c. For Future Researchers

The results of this research may serve as a valuable resource for upcoming studies focused on developing technology-enhanced learning strategies. Furthermore, this study lays the groundwork for future longitudinal research that could explore the long-term effects of drilling techniques on students.

1.7 Definition of Key Terms

1. Conceptual Definition

a. Drilling Technique Integrated with Technology

According to Putri, (2022)Drilling technique integrated with technology is a learning technique that combines drilling with technology media to improve understanding and mastery of vocabulary mastery.

b. Vocabulary Mastery

According to Hulme et al., (2022)Vocabulary mastery is a process of learning language by exploring words that emphasize key aspects of vocabulary knowledge, such as meaning, spelling, word class, and word recognition.

c. Vocabulary Video

According to Ramezanali & Faez (2019), vocabulary videos refer to instructional media that use a blend of visual, auditory, and animated components to present vocabulary in a more interactive and enjoyable way, making it easier for learners to understand and retain new words.

2. **Operational Definition**

a. Drilling Technique Integrated with Technology

Drilling Technique integrated with technology is a digital-based teaching technique that the author will use as a learning technique by repeating vocabulary in grade IV at SD N 6 Panjer with the help of media. In this research, this technique is combined with CALL and MALL theories so that the learning process becomes more dynamic, interactive, and allows students to learn flexibly through electronic devices such as computers, tablets, or cell phones.

b. Vocabulary Mastery

Vocabulary mastery is an achievement or knowledge of vocabulary obtained from learning that has been carried out, and here is measured how far the understanding, pronunciation, and memory of SD N 6 Panjer students, especially class IV, are measured in vocabulary.

c. Vocabulary Video

Vocabulary video is a learning medium as a tool so that students can understand and understand some vocabulary that is available in the video, accompanied by animation. This video will be shown in class IV SD N 6 Panjer with the help of an LCD and a Projector.