



## **APPENDICES**

## Appendix 01. Research Observation Letter



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI

**UNIVERSITAS PENDIDIKAN GANESHA**

**FAKULTAS BAHASA DAN SENI**

Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116

Telepon (0362) 21541 Fax. (0362) 27561

Laman: fbs.undiksha.ac.id

Nomor : 1003/UN48.7.1/DT/2024

26 Juli 2024

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SD Negeri 6 Panjer  
di Denpasar

Dalam rangka pengumpulan data untuk menyelesaikan Proposal Penelitian Skripsi, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: Ni Putu Adinda Putri Pramesti
NIM	: 2112021050
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2024/2025

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.



a.n. Dekan,  
Wakil Dekan I,

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

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Koorprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS

## Appendix 02. Research Permission Letter



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI

**UNIVERSITAS PENDIDIKAN GANESHA**

**FAKULTAS BAHASA DAN SENI**

Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116

Telepon (0362) 21541 Fax. (0362) 27561

Laman: fbs.undiksha.ac.id

Nomor : 2845/UN48.7.1/DT/2024

26 Juli 2024

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SD Negeri 6 Panjer  
di Denpasar

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: Ni Putu Adinda Putri Pramesti
NIM	: 2112021050
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2024/2025
Judul	: The Use of Online Drilling Technique Through Vocabulary Video to Improve Students' Vocabulary Mastery at SD N 6 Panjer

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,  
Wakil Dekan I,  
  


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

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Bahasa Asing
3. Sub Bagian Pendidikan FBS

### Appendix 03. Observation Interview Guide

No	Question	Result
1.	Are facilities such as a projector, LCD, and internet available at SD N 6 Panjer?	Yes, the facilities are complete and available, including a projector, LCD, and internet access, but they are still rarely used for learning purposes.
2.	During your English teaching, what media do you most often use to support the learning process? Have you ever utilized school facilities such as the LCD and projector to display videos?	The most frequently used media in my teaching are worksheets (LKS) and textbooks. I have not yet implemented the use of videos in class through the LCD and projector
3.	After reviewing the grade list, I noticed that many students have scores below the average. What do you think is the reason?	I observed that some students quickly get bored during lessons and lack enthusiasm in English, which results in most of them scoring below average
4.	Do the students of SD N 6 Panjer, especially in grade 4, already own smartphones? And do they have a class group	All the students have their own personal smartphones and have a class group on WhatsApp.

5.	During your English teaching, what is your opinion on the vocabulary mastery of the 4th-grade students at SD N 6 Panje?	During my teaching, I have found that many students still struggle with vocabulary mastery and tend to get bored quickly when taught. This is because, in their opinion, English is considered a difficult subject.
6.	During your English teaching, what is your opinion on the vocabulary mastery of the 4th-grade students at SD N 6 Panje?	During my teaching, I have found that many students still struggle with vocabulary mastery and tend to get bored quickly when taught. This is because, in their opinion, English is considered a difficult subject.



## Appendix 04. Blue Print

### Blue Print Pre-Test and Post -Test

<b>Materi</b>	<b>Cognitive Level</b>	<b>Vocabulary Knowledge aspect</b>	<b>Description</b>	<b>Indicator of question</b>	<b>Total of question</b>	<b>Number of question</b>
<b>How do you go to school? (Transportation)</b>	C2 (Understanding)	Word Recognition	The aspect that refers to recognizing words, identifying and understanding vocabulary quickly and spontaneously through forms, images, writing or sound	Students can identify the name of transportation according to the picture provided.	<b>5</b>	<b>6-10</b>
<b>How do you go to school? (Transportation)</b>	C1 (Remembering)	Spelling	An aspect that emphasizes and focuses on how learners can arrange letters into a correct word which is very important to master for accuracy in writing vocabulary	Students can complete the missing and random transportation words into correct words	<b>5</b>	<b>1-5</b>
<b>How do you go to school? (Transportation)</b>	C1 (Remembering)	Word Class	An aspect that refers to the ability to classify grammatical words such as nouns, verbs or adjectives that allow students to	Students can identify words based on their class	<b>5</b>	<b>11-15</b>



			construct sentences later correctly and according to context.			
<b>How do you go to school? (Transportation)</b>	C2 (Understanding)	Recalling of Meaning	An aspect related to how learners can associate words into a meaning or meaning according to the context of their use.	Students can choose the correct means of transportation for a given situation	<b>5</b>	<b>16-20</b>



## Appendix 05. Teaching Scenario

TEACHING SCENARIO		
Institution	:SD Negeri 6 Panjer	
Grade Level	:Grade 4 students	
Subject	:English	
Material	:How Do You Go to School? (Transportation)	
Meetings	:6 meetings ( 2 cycle)	
Meeting 1 Cycle 1		
Learning objectives:		
TIME	TEACHER ACTIVITIES	STUDENT ACTIVITIES
MEETING 1		
Pre-Activities ( 10 Minutes)	<ol style="list-style-type: none"><li>1. The teacher greets, prays together, and brainstorms together to strengthen students' focus on learning.</li><li>2. The teacher explains the learning objectives that will take place.</li></ol>	<ol style="list-style-type: none"><li>1. Students respond and listen attentively.</li></ol>
Core Activities ( 50 Minutes)	<ol style="list-style-type: none"><li>1. The teacher shows the students a vocabulary video about transportation and practices the repetition drill for the students to follow.</li><li>2. The teacher asks the students to say the meaning of each vocabulary word and guess it silently.</li><li>3. The teacher appoints students to come forward and answer.</li><li>4. The teacher invites the students to take notes</li><li>5. Students solve jumbled letters on screen.</li></ol>	<ol style="list-style-type: none"><li>1. Students watch the video, listen and follow the correct pronunciation.</li><li>2. Students actively participate to raise their hands and answer.</li><li>3. Students who are appointed to answer questions from the teacher</li><li>4. Students record the vocabulary they have mastered</li><li>5. Students write forward the answers to the random letters</li></ol>
Post Activity ( 10 Minutes)	<ol style="list-style-type: none"><li>1. The teacher discusses the students' answers and encourages them and expresses</li></ol>	<ol style="list-style-type: none"><li>1. Students listen and take notes.</li></ol>



	<p>appreciation for their courage and effort.</p> <p>2. The teacher provides exercises to be done at home via WhatsApp to be done and explained how to do it.</p>	
<b>ONLINE ACTIVITY</b>		
<b>WhatsApp</b>	<p>1. Teacher sends vocabulary video and asks students to record pronunciation of 5 words.</p>	<p>1. Students watch video and send voice recordings.</p>
<b>Meeting 2 Cycle 1</b>		
<b>Learning objectives:</b>		
<b>Pre-Activities (10 Minutes)</b>	<p>1. The teacher begins the initial activity with ice breaking, singing and displaying pictures of transportation through the projector in the classroom.</p> <p>2. The teacher asks one of the students to come forward to mention what means of transportation are displayed on the board.</p>	<p>1. Students follow the initial activity.</p> <p>2. Students come forward and answer.</p>
<b>Core Activities (50 Minutes)</b>	<p>1. The teacher shows the students a vocabulary video about transportation and practices the repetition drill for the students to follow.</p> <p>2. The teacher asks the students to say the meaning of each vocabulary word.</p> <p>3. The teacher asks the students to record the new vocabulary they have learned.</p> <p>4. The teacher prepares Word Wall quiz on translation drill for the students to answer.</p>	<p>1. Students watch, respond, note new vocab, take turns doing the quiz.</p>


	5. The teacher appoints students to participate to the front.	
<b>Post Activities ( 10 Minutes)</b>	<ol style="list-style-type: none"> <li>1. The teacher invites discussion on the results of the Word Wall quiz and the videos that have been studied and appreciates the students.</li> <li>2. The teacher explains the tasks and exercises at home that must be done through Google Forms</li> </ol>	1. Students listen and understand task.
<b>ONLINE MEETING</b>		
<b>WhatsApp</b>	1. Send video and Google Form quiz (translation drill).	1. Students submit screenshot proof of completion.
<b>Meeting 3 Cycle 1</b>		
<b>Learning objectives:</b>		
<b>Pre-Activities ( 10 Minutes)</b>	<ol style="list-style-type: none"> <li>1. The teacher asks what transportation nouns have been learned and remembered from the previous meeting. And invites students to raise their hands and mention some of the vocabulary they remember.</li> <li>2. The teacher also conducts brainstorming to bring students' focus back to learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students say and answer the vocabulary they remember.</li> <li>2. Students pay attention and follow along well.</li> </ol>
<b>Core Activities ( 50 Minutes)</b>	<ol style="list-style-type: none"> <li>1. The teacher shows the students a vocabulary video about transportation and practices the repetition drill for the students to follow.</li> <li>2. The teacher invites students to practice with the expansion drill "What transportation is it?"</li> <li>3. The teacher provides pictures and asks the students to come</li> </ol>	<ol style="list-style-type: none"> <li>1. Students pay attention and do repeated pronunciation carefully</li> <li>2. Students practice to pronounce and construct simple sentences</li> <li>3. Students come forward and answer questions.</li> </ol>

	forward to answer questions according to the pictures with simple sentences that have been learned.	
<b>Post Activities ( 10 Minutes)</b>	<ol style="list-style-type: none"> <li>1. The teacher discusses the students' answers and encourages them and expresses appreciation for their courage and effort.</li> <li>2. The teacher explains the homework assignments and exercises to be done through Google Form.</li> </ol>	
<b>ONLINE ACTIVITY</b>		
<b>WhatsApp</b>	<ol style="list-style-type: none"> <li>1. The teacher sent a video to study and a Google Form quiz about expansion drills.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students submit screenshot proof of completion.</li> </ol>
<b>CYCLE 2</b>		
<b>Meeting 1 cycle 2:</b>		
<b>TIME</b>	<b>TEACHER ACTIVITIES</b>	<b>STUDENT ACTIVITIES</b>
<b>MEETING 1</b>		
<b>Pre-Activities ( 10 Minutes)</b>	<ol style="list-style-type: none"> <li>1. Singing together about transportation song.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students singing together</li> </ol>
<b>Core Activities ( 50 Minutes)</b>	<ol style="list-style-type: none"> <li>1. Showing vocabulary video and spelling together (<b>Repetition Drill</b>).</li> <li>2. Checked the students notes</li> <li>3. Give students reward and appreciation.</li> <li>4. Completing transportation vocabulary in a sheet of Cross Word. The teacher invites the students to take notes</li> </ol>	<ol style="list-style-type: none"> <li>1. Students watch, respond, note new vocab, take turns doing the quiz.</li> </ol>
<b>Post Activity ( 10 Minutes)</b>	<ol style="list-style-type: none"> <li>1. The teacher discusses the students' answers and encourages them and expresses</li> </ol>	<ol style="list-style-type: none"> <li>2. Students listen and take notes.</li> </ol>




	appreciation for their courage and effort.	
<b>ONLINE ACTIVITY</b>		
<b>WhatsApp</b>	1. Learning through WhatsApp with vocabulary video. Also Students were asked to send photos of their notes via WhatsApp as evidence of their seriousness in following the learning. (10-15 Vocabulary)	2. Students watch video and send the photos of assignments
<b>Meeting 2 Cycle 2</b>		
<b>Learning objectives:</b>		
<b>Pre-Activities ( 10 Minutes)</b>	1. Guess transportation from sound and movement.	1. Students follow the initial activity. 2. Students come forward and answer.
<b>Core Activities ( 50 Minutes)</b>	1. Watched vocabulary video repeatedly and followed by students <b>(Repetition Drill)</b> . 2. Pronouncing 3. Completing Transportation Job sheet , Fill in The Blank / <b>Completion drill</b>	1. Students watch, respond, note new vocab, take turns doing the quiz.
<b>Post Activities ( 10 Minutes)</b>	1. Students' answers were discussed and they were also asked to mention what transportation nouns they remembered from the lesson and job sheet Give students appreciation and guidance.	1. Students listen actively
<b>ONLINE MEETING</b>		
<b>WhatsApp</b>	1 Learning through WhatsApp 2 Send vocabulary video 3 Video of Spelling Vocabulary Assignment	1. Students submit video assignments
<b>Meeting 3 Cycle 2</b>		


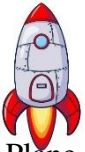

Learning objectives:		
<b>Pre-Activities (10 Minutes)</b>	<ol style="list-style-type: none"> <li>1. Telling transportation that have been learned before</li> <li>2. Ice Breaking n Question How do you Go To School?</li> </ol>	<ol style="list-style-type: none"> <li>1. Students say and answer the vocabulary they remember.</li> <li>2. Students pay attention and follow along well.</li> </ol>
<b>Core Activities (50 Minutes)</b>	<ol style="list-style-type: none"> <li>1. Showing vocabulary video and spelling together (<b>Repetition Drill</b>).</li> <li>2. The teacher leads an <b>expansion drill</b> by asking, "How do you go to school?" and showing transportation pictures.</li> <li>3. Students answer the teacher's question based on the job sheet displayed on the screen using simple sentences / <b>responses drill</b></li> <li>4. Doing <b>Expansion Drilling</b> Quiz in Word Wall.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students pay attention and do repeated pronunciation carefully</li> <li>2. Students practice to pronounce and construct simple sentences</li> </ol>
<b>Post Activities (10 Minutes)</b>	<ol style="list-style-type: none"> <li>3. The teacher discusses the students' answers</li> </ol>	
<b>ONLINE ACTIVITY</b>		
<b>WhatsApp</b>	<ol style="list-style-type: none"> <li>1. The teacher sent a video to study and a Google Form quiz about expansion drills.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students submit screenshot proof of completion.</li> </ol>


## Appendix 06. Expert Judgement of Vocabulary Test



Expert Judge I: Kadek Sintya Dewi, S.Pd. M.Pd.				
No	Items of Instrument	Relevant	Irrelevant	Note
1.	<p>Arrange this letters to form the correct word: Jumbled letters : C-R-I-S-E-U</p> <p>a. C-R-I-S-U-E b. C-R-U-I-S-E c. R-U-I-S-E-C d. C-R-I-S-U-E (Answer: B)</p>	✓		
2.	<p>Look at the pictures below and choose the correct spelling</p>  <p>a. S-U-B-Y-A-W b. S-U-B-M-A-R-I-N-E c. S-U-B-W-A-Y d. S-U-B-A-W-Y (Answer: C)</p>	✓		
3.	<p>Arrange this letters to form the correct word: Jumbled letters :E-H-L-I-O-C-P-T-E-R</p> <p>a. H-C-E-L-I-O-P-T-E-R b. H-E-L-I-C-O-P-T-E-R c. H-L-I-E-P-T-E-R-C-O d. C-O-P-T-E-R-H-E-L-I (Answer: B)</p>	✓		
4.	<p>Look at the pictures below and choose the correct spelling</p>	✓		



	 <p>a. S-U-B-W-A-Y b. S-H-I-P c. M-A-R-I-N-E-S-U-B d. S-U-B-M-A-R-I-N-E (Answer: D)</p>			
5.	<p>Rearrange the letters to form a Noun :</p> <p>a. T-R-I-A-N b. R-A-I-N-T c. T-R-A-I-N d. N-T-R-A-I (Answer: C)</p>	✓		
6.	 <p>What transportation is it?</p> <p>a. It is a car b. It is a pedicab c. It is a subway d. It is a bus (Answer: B)</p>	✓		
7.	 <p>What transportation is it?</p> <p>a. It is a Horsecart b. It is a pedicab c. It is a ship d. It is a truck (Answer: A)</p>	✓		

8.	 <p>Raina and saka goes to office by...</p> <ol style="list-style-type: none"> <li>Bus</li> <li>Taxi</li> <li>Ship</li> <li>Bicycle</li> </ol> <p>(Answer: B)</p>	✓		
9.	<p>Choose the correct word for this picture!</p>  <ol style="list-style-type: none"> <li>Plane</li> <li>Jet</li> <li>Rocket</li> <li>Ship</li> </ol> <p>(Answer: C)</p>	✓		
10.	 <p>What transportation is it?</p> <ol style="list-style-type: none"> <li>It is a plane</li> <li>It is a rocket</li> <li>It is a jet plane</li> <li>It is a Pedicab</li> </ol> <p>(Answer: C)</p>	✓		
11.	<p>Which word is a verb related to transportation ( BOAT) ?</p> <ol style="list-style-type: none"> <li>Fly</li> <li>Sail</li> <li>Run</li> <li>Swim</li> </ol> <p>(Answer: B)</p>	✓		
12.	<p>Which verb describes how a airplanes moves?</p>	✓		



	a. Jump b. Swim c. Fly d. Walk (Answer: C)			
13.	Which adjective can describe a Yatch? a. Fast b. White c. Blue d. B and C correct (Answer: D)	✓		
14.	It is a Fire truck Which one is a noun in the sentence above? a. It b. Fire truck c. Is d. A (Answer: B)	✓		
15.	She goes to the port with a tanker Which one is a noun in the sentence above? a. Goes b. She c. Tanker d. With (Answer: C)	✓		
16.	How do they go to America?  a. By Airplane b. By Ship c. By Bus d. By Canoe (Answer: A)	✓		
17.	You want to travel on water to an island. What do you use? b. Ship c. Airplane d. Motorcycle e. Truck (Answer: A)	✓		




18.	<p>How does she go to school?</p>  <p>a. By Bicycle b. By Airplane c. By Ship d. By Rocket (Answer: A)</p>	✓		
19.	<p>How do you go to Bali Safari?</p>  <p>a. By Bus b. By Motorcycle c. By Bicycle d. By Canoe (Answer: A)</p>	✓		
20.	<p>You want to travel alone on a small vehicle. What do you use?</p> <p>b. Motorcycle c. Bus d. Ship e. Plane (Answer: A)</p>	✓		

Singaraja, January 24<sup>th</sup>, 2025  
Expert Judge I







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


Expert Judge II: Gede Mahendrayana, S.Pd. M.Pd.				
No	Items of Instrument	Relevant	Irrelevant	Note
1.	<p>Arrange this letters to form the correct word: Jumbled letters : C-R-I-S-E-U</p> <p>a. C-R-I-S-U-E b. C-R-U-I-S-E c. R-U-I-S-E-C d. C-R-I-S-U-E (Answer: B)</p>	✓		
2.	<p>Look at the pictures below and choose the correct spelling</p>  <p>a. S-U-B-Y-A-W b. S-U-B-M-A-R-I-N-E c. S-U-B-W-A-Y d. S-U-B-A-W-Y (Answer: C)</p>	✓		
3.	<p>Arrange this letters to form the correct word: Jumbled letters :E-H-L-I-O-C-P-T-E-R</p> <p>a. H-C-E-L-I-O-P-T-R b. H-E-L-I-C-O-P-T-E-R c. H-L-I-E-P-T-E-R-C-O d. C-O-P-T-E-R-H-E-L-I (Answer: B)</p>	✓		
4.	<p>Look at the pictures below and choose the correct spelling</p> 	✓		

	a. S-U-B-W-A-Y b. S-H-I-P c. M-A-R-I-N-E-S-U-B d. S-U-B-M-A-R-I-N-E (Answer: D)			
5.	Rearrange the letters to form a Noun : a. T-R-I-A-N b. R-A-I-N-T c. T-R-A-I-N d. N-T-R-A-I (Answer: C)	✓		
6.	 <p>What transportation is it?</p> a. It is a car b. It is a pedicab c. It is a subway d. It is a bus (Answer: B)	✓		
7.	 <p>What transportation is it?</p> a. It is a Horsecart b. It is a pedicab c. It is a ship d. It is a truck (Answer: A)	✓		
8.		✓		



	<p>Raina and saka goes to office by...</p> <ul style="list-style-type: none"> <li>a. Bus</li> <li>b. Taxi</li> <li>c. Ship</li> <li>d. Bicycle</li> </ul> <p>(Answer: B)</p>			
9.	<p>Choose the correct word for this picture!</p>  <ul style="list-style-type: none"> <li>a. Plane</li> <li>b. Jet</li> <li>c. Rocket</li> <li>d. Ship</li> </ul> <p>(Answer: C)</p>	✓		
10.	 <p>What transportation is it?</p> <ul style="list-style-type: none"> <li>a. It is a plane</li> <li>b. It is a rocket</li> <li>c. It is a jet plane</li> <li>d. It is a Pedicab</li> </ul> <p>(Answer: C)</p>	✓		
11.	<p>Which word is a verb related to transportation ( BOAT) ?</p> <ul style="list-style-type: none"> <li>a. Fly</li> <li>b. Sail</li> <li>c. Run</li> <li>d. Swim</li> </ul> <p>(Answer: B)</p>	✓		
12.	<p>Which verb describes how a airplanes moves?</p> <ul style="list-style-type: none"> <li>a. Jump</li> <li>b. Swim</li> <li>c. Fly</li> <li>d. Walk</li> </ul> <p>(Answer: C)</p>	✓		

13.	<p>Which adjective can describe a Yatch?</p> <p>a. Fast b. White c. Blue d. B and C correct (Answer: D)</p>	✓		
14.	<p>It is a Fire truck Which one is a noun in the sentence above?</p> <p>a. It b. Fire truck c. Is d. A (Answer: B)</p>	✓		
15.	<p>She goes to the port with a tanker. Which one is a noun in the sentence above?</p> <p>a. Goes b. She c. Tanker d. With (Answer: C)</p>	✓		
16.	<p>How do they go to America?</p>  <p>e. By Airplane f. By Ship g. By Bus h. By Canoe (Answer: A)</p>	✓		
17.	<p>You want to travel on water to an island. What do you use?</p> <p>f. Ship g. Airplane h. Motorcycle i. Truck (Answer: A)</p>	✓		
18.	<p>How does she go to school?</p>  <p>e. By Bicycle</p>	✓		

	f. By Airplane g. By Ship h. By Rocket (Answer: A)			
19	How do you go to Bali Safari?   e. By Bus f. By Motorcycle g. By Bicycle h. By Canoe (Answer: A)	✓		
20.	You want to travel alone on a small vehicle. What do you use? f. Motorcycle g. Bus h. Ship i. Plane (Answer: A)	✓		

Singaraja, January 24<sup>th</sup>, 2025  
 Expert Judge II



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

## Appendix 07. Expert Judgement of Interview Guide

<b>Expert Judgement of Interview Guide</b> <b>Expert Judge II: Kadek Sintya Dewi, S.Pd. M.Pd.</b>				
No	Items of Instrument	Relevant	Irrelevant	Note
1.	Does learning English using drilling techniques through vocabulary videos increase your interest in learning? Does it motivate you to learn English? <i>(Apakah belajar Bahasa Inggris dengan teknik drilling melalui video kosakata meningkatkan minatmu dalam belajar? Apakah hal itu memotivasi kamu untuk terus belajar Bahasa Inggris?)</i>	✓		
2.	How did you feel after doing the interactive activity with repetition and practicing together in class? Was it fun? <i>(Bagaimana perasaanmu setelah melakukan aktivitas interaktif dengan pengulangan dan latihan bersama di kelas? Apakah itu menyenangkan?)</i>	✓		
3.	Does learning English with drilling techniques through vocabulary videos help improve your vocabulary mastery? <i>(Apakah belajar Bahasa Inggris dengan teknik drilling melalui video kosakata membantu meningkatkan penguasaan kosakatamu?)</i>	✓		
4.	Do you use your own smartphone? And do you only use it for playing? <i>(Apakah kamu menggunakan ponsel)</i>	✓		

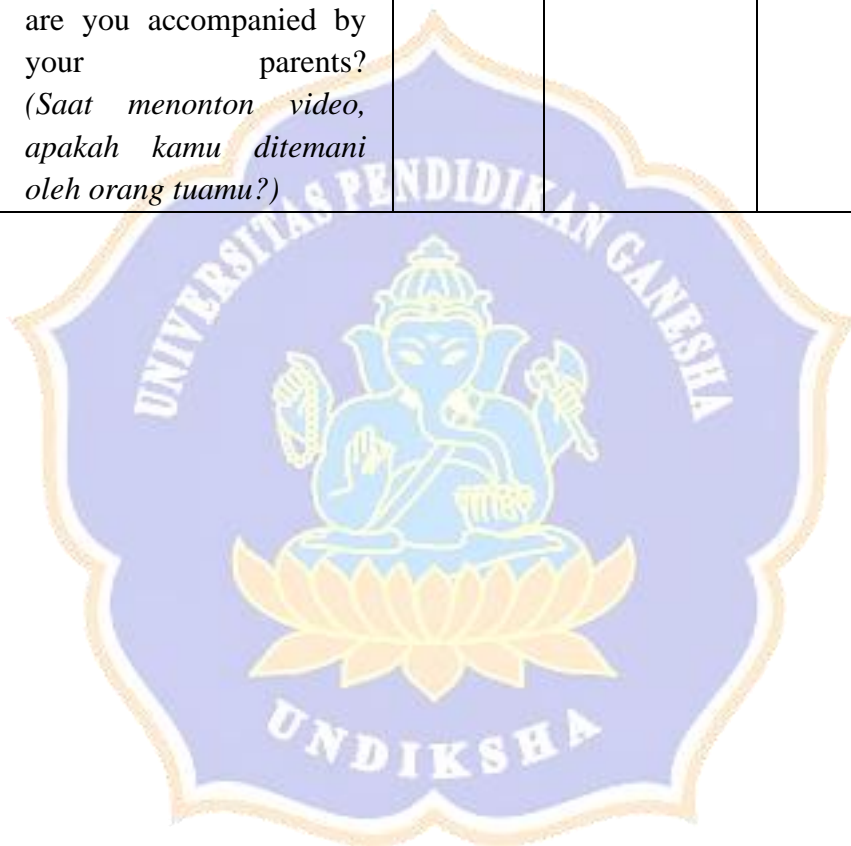
	<i>pintarmu sendiri? Dan apakah kamu hanya menggunakannya untuk bermain?)</i>			
5.	Were there any perceived barriers during the learning process? (Apakah ada hambatan yang kamu rasakan selama proses pembelajaran?)	✓		
6.	When watching videos, are you accompanied by your parents? (Saat menonton video, apakah kamu ditemani oleh orang tuamu?)	✓		



<b>Expert Judgement of Interview Guide</b> <b>Expert Judge II: Gede Mahendrayana, S.Pd. M.Pd.</b>				
No	Items of Instrument	Relevant	Irrelevant	Note
	Does learning English using drilling techniques through vocabulary videos increase your interest in learning? Does it motivate you to learn English? <i>(Apakah belajar Bahasa Inggris dengan teknik drilling melalui video kosakata meningkatkan minatmu dalam belajar? Apakah hal itu memotivasi kamu untuk terus belajar Bahasa Inggris?)</i>	✓		
2.	How did you feel after doing the interactive activity with repetition and practicing together in class? Was it fun? <i>(Bagaimana perasaanmu setelah melakukan aktivitas interaktif dengan pengulangan dan latihan bersama di kelas? Apakah itu menyenangkan?)</i>	✓		
3.	Does learning English with drilling techniques through vocabulary videos help improve your vocabulary mastery? <i>(Apakah belajar Bahasa Inggris dengan teknik drilling melalui video kosakata membantu meningkatkan penguasaan kosakatamu?)</i>	✓		
4.	Do you use your own smartphone? And do you only use it for playing? <i>(Apakah kamu menggunakan ponsel pintarmu sendiri? Dan</i>	✓		



	<i>apakah kamu hanya menggunakannya untuk bermain?)</i>			
5.	Were there any perceived barriers during the learning process? (Apakah ada hambatan yang kamu rasakan selama proses pembelajaran?)	✓		
6.	When watching videos, are you accompanied by your parents? (Saat menonton video, apakah kamu ditemani oleh orang tuamu?)	✓		



## Appendix 08. Vocabulary Test

1. Arrange this letters to form the correct word:

Jumbled letters : C-R-U-I-S-E

- C-R-I-S-U-E
  - C-R-U-I-S-E
  - R-U-I-S-E-C
  - C-R-I-S-U-E
2. Look at the pictures below and choose the correct spelling



- S-U-B-Y-A-W
  - S-U-B-M-A-R-I-N-E
  - S-U-B-W-A-Y
  - S-U-B-A-W-Y
3. Arrange this letters to form the correct word:  
Jumbled letters :E-H-L-I-O-C-P-T-E-R
- H-C-E-L-I-O-P-T-E-R
  - H-E-L-I-C-O-P-T-E-R
  - H-L-I-E-P-T-E-R-C-O
  - C-O-P-T-E-R-H-E-L-I
4. Look at the pictures below and choose the correct spelling



- S-U-B-W-A-Y
  - S-H-I-P
  - M-A-R-I-N-E-S-U-B
  - S-U-B-M-A-R-I-N-E
5. Rearrange the letters to form a Noun :
- T-R-I-A-N
  - R-A-I-N-T
  - T-R-A-I-N
  - N-T-R-A-I



What transportation is it?

- a. It is a car
- b. It is a pedicab
- c. It is a subway
- d. It is a bus

7.



What transportation is it?

- a. It is a Horsecart
- b. It is a pedicab
- c. It is a ship
- d. It is a truck

8.



Raina and saka goes to office by...

- a. Bus
- b. Taxi
- c. Ship
- d. Bicycle

9. Choose the correct word for this picture!



- a. Plane
- b. Jet
- c. Rocket
- d. Ship

10.



What transportation is it?

- a. It is a plane
- b. It is a rocket
- c. It is a jet plane
- d. It is a Pedicab

11. Which word is a verb related to transportation ( BOAT) ?

- a. Fly
- b. Sail
- c. Run
- d. Swim

12. Which verb describes how a airplanes moves?

- a. Jump
- b. Swim
- c. Fly
- d. Walk

13. Which adjective can describe a Yatch?

- a. Fast
- b. White
- c. Blue
- d. B and C correct

14. It is a Fire truck

Which one is a noun in the sentence above?

- a. It
- b. Fire truck
- c. Is
- d. A

15. She goes to the port with a tanker

Which one is a noun in the sentence above?

- a. Goes
- b. She
- c. Tanker
- d. With

16. How do they go to America?



- a. By Airplane
- b. By Ship
- c. By Bus
- d. By Canoe

17. You want to travel on water to an island. What do you use?

- a. Ship
- b. Airplane
- c. Motorcycle
- d. Truck

18. How does she go to school?



- a. By Bicycle

- b. By Airplane
- c. By Ship
- d. By Rocket

19. How do you go to Bali Safari?



- a. By Bus
- b. By Motorcycle
- c. By Bicycle
- d. By Canoe

20. You want to travel alone on a small vehicle. What do you use?

- a. Motorcycle
- b. Bus
- c. Ship
- d. Plane



## Appendix 09. Field Note

Meeting	Note
Pre-Test	<p>The pre-test was administered to assess each student's initial vocabulary mastery based on their prior exposure to existing learning methods. Among the 35 participants, only 19 students have managed to get scores that are above average or equivalent to the average (KTTP). Meanwhile, 16 students still did not meet the criteria, which showed that the learning process was not too optimal and there were quite a lot of students who did not understand the material.</p> <p>Some students who work during the Pre-Test process still look confused and have difficulty answering which can be seen from the expressions of students which indicates the inequality that occurs throughout the teaching and learning activities in class. This makes the researcher have to design an exciting, fun and effective learning strategy so that students can understand vocabulary.</p>
Meet 1 (Class)	<p>The first meeting in cycle 1 began with singing activities to revive students' enthusiasm for learning. After singing, the researcher tried to ask about the picture that was displayed as an initial stimulus for student learning. Some students could answer but most still answered in Indonesian where it was evident that English vocabulary had not been mastered by students.</p> <p>Then, next the researcher showed a video of English vocabulary with the correct pronunciation and the researcher also directed and modeled repeatedly followed by students to improve student</p>



	<p>understanding. Most students still looked confused and had difficulty translating and pronouncing but the activity also seemed to help them to remember a little vocabulary in the video shown and seemed more happy to learn with video media. The researcher also asked questions but many students still had difficulty answering although some seemed to be proficient but most were still lacking. This shows the need for intensive practice and vocabulary reinforcement.</p>
Meet 1 (Online)	<p>The meeting via Whatsapp Group which was conducted online with the researcher sending vocabulary videos shown in class according to the learning material.</p> <p>Researchers also give assignments to students to watch the video again, record vocabulary that has been understood and what must be collected is a voice recording by mentioning 5 transportation vocabulary that is most mastered and understood and easy to pronounce. This activity aims to make all students learn more evenly and expand their understanding of vocabulary independently and flexibly from anywhere and anytime.</p>
Meet 2 (Class)	<p>At the second meeting of cycle 1, the activity begins with ice breaking and singing which aims to create student enthusiasm before learning begins so that students are not bored and more enthusiastic. After that, the initial activity was also in the form of showing pictures of transportation again. The researcher invites one of the students to guess and later will take turns like a question and answer. It can be seen that some students</p>

	<p>answered correctly but most students made a quiet voice and were still hesitant which indicated that mastery of vocabulary, especially in pronunciation, translation still needed to be improved.</p> <p>Furthermore, as usual, the researcher showed a vocabulary video about transportation in English complete with visualization and audio and the researcher led a drilling session which was followed by students to train students' pronunciation. Students are also invited to do a quiz or Translation Drill exercise with the help of a word wall so that they actively answer and increase vocabulary. Some students still need additional direction. The enthusiasm of students here is considered good because some of them have dared to answer even though some are not correct. The activity proved that there is still a need for intensive training and fun activities for further learning.</p>
Meet 2( Online)	<p>In the second meeting online through the Whatsapp Group, the researcher continued to send vocabulary videos from YouTube and told students to record some additional vocabulary that they mastered.</p> <p>Furthermore, the researcher sent a quiz in the form of a google form, namely a translation drill quiz sent in the Whatsapp Group. Students also seemed to be able to answer even though some were not correct, but they were enthusiastic and willing to participate in quiz activities and become input for further teaching to be more optimal.</p>
Meet 3 (Class)	<p>In the third meeting of cycle 1, the activity began with prayer, singing and ice breaking activities to wake up</p>

	<p>students' enthusiasm. The researcher also showed several pictures of transportation for students to guess and answer. The results are that most students are very confident and correct in answering well. Although there are still some students who are still hesitant and forget.</p> <p>The core activity was carried out by showing vocabulary videos followed by the researcher leading drilling activities followed by students. The researcher also asked questions and gave examples to answer and appointed students to be active in answering questions from the researcher. although there were also those who had difficulty with pronunciation. The activity was closed with vocabulary repetition, reminders to review notes, and full appreciation of students' active participation</p>
Meet 3 (Online)	<p>During the third virtual session, the researcher also sent vocabulary videos that had been shown in class and told students to watch again to make learning more flexible.</p> <p>The researcher also sent an Expansion Drilling quiz task via Google form which all students participated in enthusiastically. The results obtained were very good and showed good progress. Although there are still shortcomings in this cycle 1 that must be improved and evaluated in cycle 2.</p>
Post Test 1	<p>In the initial post-test phase of cycle 1, the researcher presented the same set of questions as in the pre-test to compare students' improvement. which aimed to re-measure how students' abilities increased after the drilling technique.</p>

	<p>An evident progress was observed in the first cycle based on the post-test outcomes where 26 students managed to get scores above the average (KTTP) and 9 students were still below the average (KTTP). These results showed that most of the students' scores had improved, but some students still looked confused and showed that their understanding was not mature enough. Although there has been very good progress, additional strategies are needed so that grades increase evenly those who fell below the required standard in earlier stages displayed clearer understanding after the intervention</p>
Meet 1 (Class)	<p>During the opening session of cycle two, habituation activities such as prayer and greetings were also carried out. The researcher also invited students to sing about transportation which showed that some students were very fluent in reciting and some were still hesitant but they were more courageous and enthusiastic.</p> <p>The researcher also showed vocabulary videos and led drilling activities while followed by students to pronounce. The aim is for students to recall, add new vocabulary and have a broader insight. The researcher also provided a crossword puzzle that required students to answer forward. The researcher prioritizes those who are still hesitant to come forward so that they are more confident in pronouncing vocabulary.</p>
Meet 1( Online)	<p>At meeting 1 online via Whatsapp Group, the researcher again sent the latest video. The researcher asked students to watch the video again so that they can</p>

	<p>easily remember the vocabulary they have learned.</p> <p>The researcher also told students to collect vocabulary notes containing 10-15 vocabulary words that have been learned during learning which are collected through photos in the group which aims aimed at developing students' learning discipline and supporting their ability to review previously learned vocabulary</p>
Meet 2( Class)	<p>In the second meeting of the second cycle, habituation activities such as prayer and greetings were still carried out. The researcher also invited students to guess transportation from the sound. Researchers who sound and move and students will guess. It was seen that students were very adept at answering and the researcher gave students the opportunity to participate in leading the sound and movement and other students guessed.</p> <p>The core activity was also carried out again by showing the vocabulary video. The researcher also continues to lead to say the repetition followed by students. The activity continued to reinforce their memory of the acquired vocabulary.</p>
Meet 2( Online)	<p>In the second meeting online through the Whatsapp Group, the researcher began again sending videos that had been studied in class. Students were still told to watch to recall the vocabulary that had been learned.</p> <p>The researcher also gave students the task of sending voice messages or videos of pronunciation of 10</p>






	<p>transportation vocabulary videos which aimed to make them more confident and not hesitate to mention the vocabulary that had been learned.</p>
Meet 3 (Class)	<p>The activity began with prayer, singing, and ice breaking to create a warm atmosphere. The researcher showed an animated video about transportation with the sentence “How do you go to school?” which succeeded in making students actively imitate and respond based on the picture.</p> <p>The researcher also showed a word wall-based quiz again which showed an expansion drill that was followed interactively and actively by students where most students were eager to come forward to answer. The researcher also displayed a sheet that required students to answer in turn and in pairs. This activity proved to improve confidence and speaking skills, showing significant progress in students' vocabulary comprehension.</p>
Meet 3 (Online)	<p>The third meeting was online. The researcher continued to send videos of the vocabulary learned in class. Students were asked to watch and take notes if there were new vocabulary found in addition.</p> <p>The researcher also sent a google form-assisted quiz that students had to answer and submit in the form of screenshots as proof that they had done it. The purpose was to measure how far the mastery of vocabulary that has been learned so far.</p>
Post Test2	<p>In post-test 2, the test questions given were also the same as post-test 1 but some of the pictures were varied. In the implementation of post-test 2, students already</p>

	<p>looked more confident and without hesitation to answer questions well. The test results showed that the progress was very good where all students succeeded above the average (KTTP). The success of the students shows that the direct and online learning methods have had a positive impact on supporting learning for students to master vocabulary well and use it correctly and appropriately.</p>
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## Appendix 10. Documentation

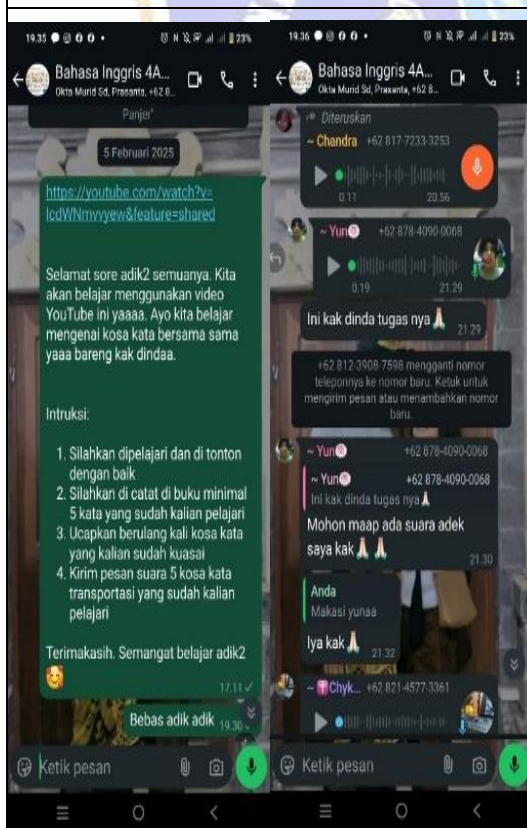
<b>Pre-Test</b> <b>Monday, 3<sup>rd</sup> February 2025</b>	
<b>Documentation</b>	<b>Activities</b>
 	<p>Students engaging in the Pre- test</p>
<b>Cycle 1</b> <b>Meet 1, Tuesday 4<sup>th</sup> February 2025</b>	
<b>Documentation</b>	<b>Activities</b>
	<p>Guest The Picture for Brainstorming</p>



Watching vocabulary videos about  
Transportation in English



Coming forward to Pronounce  
Vocabulary that have been learned



Online Drilling & Voice Note  
Assignment

**Cycle 1**  
**Meet 2, Tuesday 4<sup>th</sup> February 2025**

Documentation	Activities
	Guest The Picture for Brainstorming
	Watching vocabulary videos about Transportation in English
	Doing Translation Drilling Quiz in Word Wall



**Online Drilling & Quiz Translation Drill Google Form Assignment**

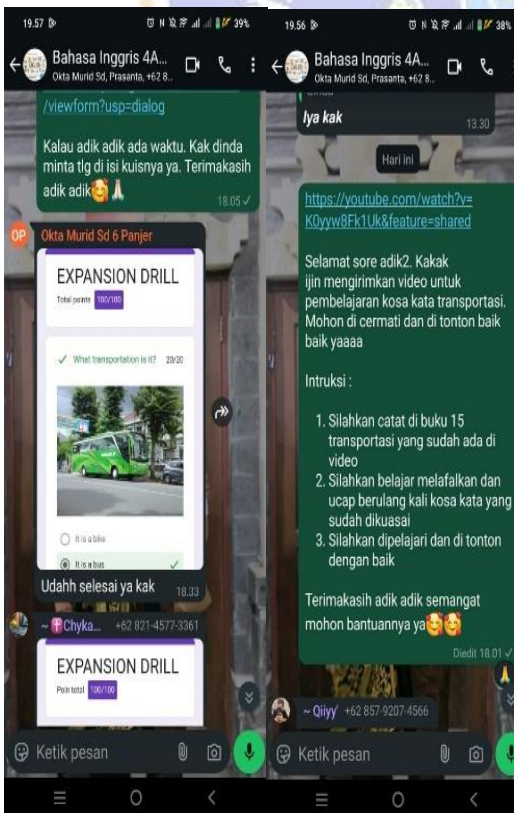
Cycle 1	
Meet 3, Friday 7 <sup>th</sup> February 2025	
Documentation	Activities
	<p>Guest The Picture for Brainstorming</p>



Watching vocabulary videos about Transportation in English



Doing Expansion Drilling Quiz in Google Form




Online Drilling & Quiz Expansion Drill Google Form Assignment

**Post-Test 1**  
**Monday, 10th February 2025**

Documentation	Activities
	<p>Students completing the Post test 1</p>

**Cycle 2**  
**Meet 1, Thursday 13<sup>th</sup> February 2025**

Documentation	Activities
	<p>Sing Together about Transportation</p>





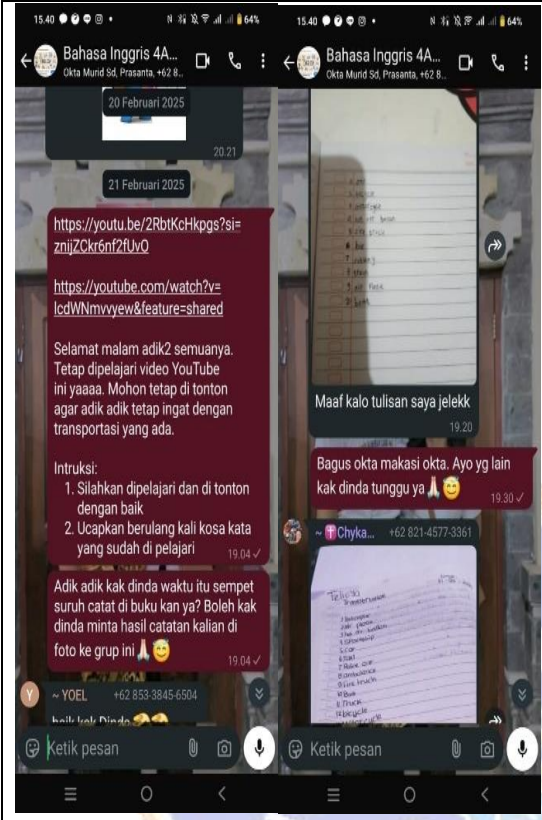
Watching vocabulary videos about Transportation in English




Completing Transportation Vocabulary in a sheet of Cross Word





	<p>Online Drilling &amp; Take a Note of Vocabulary assignment</p>
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<p>Cycle 2 Meet 2, Friday 14<sup>th</sup> February 2025</p>	
Documentation	Activities
	<p>Guest Transportation From Sound</p>



Watching vocabulary videos about  
Transportation in English



Completing Transportation Jobsheet ,  
Fill in The Blank





## Online Drilling & Video or Voice Note of Spelling Vocabulary Assignment

### Cycle 2 Meet 3, Thursday 20<sup>th</sup> February 2025

#### Documentation



#### Activities

Ice Breaking n Question How do you Go To School?



Watching vocabulary videos about Transportation in English



Doing Expansion Drilling Quiz in Word Wall



Students answer the teacher's question based on the jobsheet displayed on the screen



**Post Test 2**  
**Thursday 20<sup>th</sup> February 2025**

Documentation	Activities
	<p>Students taking the Post test 2</p>

**Interview**  
**Friday, 21 February 2025**

Documentation	Activities
	<p>Students completing the interview</p>



### Appendix 11. Item score of Pre-test, Post-test 1 and 2

### PRE TEST ITEM SCORE

NO	STU DEN TS	ITEMS																				JUM LAH	SCO RE
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	S1	1	1	1	0	1	1	1	1	0	0	1	0	1	1	1	0	0	1	1	1	14	70
2	S2	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	0	16	80
3	S3	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	17	85
4	S4	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	0	1	15	75
5	S5	1	0	1	1	0	1	1	1	1	0	0	1	1	1	0	1	0	0	0	1	12	60*
6	S6	1	1	0	1	1	0	0	0	1	0	0	1	1	0	1	0	0	1	0	1	10	50*
7	S7	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	0	1	1	1	16	80
8	S8	0	1	0	0	0	1	1	0	1	0	1	1	0	0	1	0	1	0	1	0	9	45*
9	S9	1	1	1	0	1	1	1	0	1	0	1	1	1	0	0	1	1	0	1	1	14	70
10	S10	1	0	1	0	0	1	1	1	0	1	0	0	1	1	1	0	1	0	0	1	11	55*
11	S11	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	0	0	1	15	75
12	S12	0	1	1	1	0	1	1	0	0	0	1	1	1	0	0	1	0	1	0	0	10	55*
13	S13	1	0	0	1	1	1	1	1	0	1	1	0	1	0	1	0	0	1	1	1	13	65*
14	S14	0	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	0	0	1	1	14	70
15	S15	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	0	0	1	1	17	85
16	S16	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	1	1	16	80
17	S17	0	1	0	0	0	1	0	0	1	0	1	0	1	0	1	0	0	0	0	0	7	35*
18	S18	0	0	1	0	0	0	1	0	0	0	1	0	1	0	1	0	0	0	0	0	7	35*
19	S19	0	1	0	1	1	1	1	1	0	1	1	1	0	0	1	0	0	1	1	1	13	65*
20	S20	0	1	0	1	1	0	1	0	1	0	1	1	1	1	1	0	1	1	1	1	12	60*
21	S21	0	1	0	1	1	0	0	0	1	0	1	1	0	0	1	0	0	0	1	1	9	45*
22	S22	1	0	0	1	1	1	0	0	1	0	1	0	1	0	0	0	1	0	1	1	10	50*
23	S23	1	0	1	1	1	0	1	0	1	1	1	0	0	0	1	1	0	1	1	1	13	65*
24	S24	0	1	1	1	1	1	1	0	1	1	0	1	0	0	1	1	0	1	1	1	14	70
25	S25	1	1	1	1	0	1	1	1	1	0	1	0	0	1	0	1	1	1	0	1	15	75
26	S26	1	0	1	0	1	0	1	0	1	1	0	0	1	0	0	1	0	0	1	1	10	50*
27	S27	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	17	85
28	S28	0	1	1	1	1	0	1	1	0	1	0	1	0	1	1	1	0	1	1	1	14	70
29	S29	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	0	1	1	0	1	15	75
30	S30	1	0	1	1	1	1	0	1	0	1	1	0	1	0	1	1	1	1	1	1	15	75
31	S31	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	0	1	1	1	1	16	80
32	S32	1	1	1	1	1	0	0	1	0	1	1	0	1	0	1	1	0	0	1	1	14	70
33	S33	0	0	1	0	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	6	30*
34	S34	0	1	0	0	1	0	1	0	1	0	1	0	1	0	1	0	0	0	1	1	10	50*
35	S35	1	1	0	1	0	1	1	0	1	1	0	1	0	1	0	1	0	0	1	1	14	70
TOTAL																						2.255	
MEAN																						64,43	



## POST TEST 1 ITEM SCORE

NO	STU DEN TS	ITEMS																				JUM LAH	SCO RE
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	S1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	17	85
2	S2	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	0	17	85
3	S3	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	18	90
4	S4	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	16	80
5	S5	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	16	80
6	S6	1	1	0	1	1	0	1	0	1	0	1	1	1	0	1	1	0	1	0	1	13	65*
7	S7	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	0	1	1	1	17	85
8	S8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	18	90
9	S9	1	1	1	1	1	1	1	0	1	0	1	1	1	0	0	1	1	0	1	1	15	75
10	S10	1	0	1	0	0	1	1	1	0	1	0	0	1	1	1	0	1	0	1	1	12	60*
11	S11	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	0	1	16	80
12	S12	1	1	1	1	1	1	1	0	0	1	1	1	1	0	1	1	0	1	1	1	16	80
13	S13	1	1	0	1	1	1	1	1	0	1	1	0	1	0	1	0	0	1	1	1	14	70
14	S14	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	0	0	1	1	15	75
15	S15	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	0	0	1	1	14	70
16	S16	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	17	85
17	S17	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	0	1	0	0	13	65*
18	S18	1	1	1	1	1	0	1	0	0	1	1	0	1	1	1	0	0	0	0	1	12	60*
19	S19	0	1	1	1	1	1	1	1	0	1	1	1	0	0	1	0	0	1	1	1	14	70
20	S20	1	1	0	1	1	0	1	0	1	0	1	1	1	1	1	0	1	1	1	1	15	75
21	S21	1	1	0	1	1	1	0	0	1	0	1	1	0	0	1	0	0	0	1	1	13	65*
22	S22	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	0	1	0	1	1	15	75
23	S23	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	0	1	1	1	16	80
24	S24	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	16	80
25	S25	1	1	1	1	0	1	1	1	1	0	1	0	0	1	0	1	1	1	0	1	15	75
26	S26	1	1	1	0	1	1	1	1	1	1	0	0	1	0	0	1	0	0	1	1	13	65*
27	S27	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	18	90
28	S28	1	1	1	1	1	0	1	1	0	1	0	1	0	1	1	1	0	1	1	1	15	75
29	S29	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	0	1	1	1	1	16	80
30	S30	1	1	1	1	1	1	0	1	0	1	1	0	1	0	1	1	1	1	1	1	16	80
31	S31	1	1	1	1	0	0	1	1	1	0	1	1	0	1	1	0	1	1	1	1	15	75
32	S32	1	1	1	1	1	0	0	1	0	1	1	0	1	0	1	1	0	0	1	1	13	65*
33	S33	1	1	1	1	1	0	1	0	1	1	0	0	1	0	0	1	0	0	1	0	11	55*
34	S34	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	0	0	0	1	1	15	75*
35	S35	1	1	1	1	0	1	1	0	1	1	0	1	0	1	0	1	0	0	1	1	13	65*
TOTAL																						2.625	
MEAN																						75	

## POST TEST 2 ITEM SCORE

[illegible]

## RIWAYAT HIDUP



Ni Putu Adinda Putri Pramesti lahir di Denpasar pada tahun 2003. Penulis lahir dari pasangan suami istri Bapak I Ketut Alit Mudana dan Ibu Luh Made Widiastuti. Penulis berkebangsaan Indonesia dan beragama Hindu. Kini penulis beralamat di Jalan Sidakarya Gang Taman Remaja No 5, Denpasar, Provinsi Bali.

Penulis menyelesaikan pendidikan dasar di SD Negeri 6 Sesetan dan lulus pada tahun 2015. Kemudian penulis melanjutkan di SMP Negeri 6 Denpasar dan lulus pada tahun 2018. Pada tahun 2021, penulis lulus dari SMA Negeri 5 Denpasar jurusan Ilmu Pengetahuan Sosial (IPS) dan melanjutkan ke jenjang pendidikan S1 Program Studi Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha. Selanjutnya, mulai tahun 2021 sampai dengan penulisan skripsi ini, penulis masih terdaftar sebagai mahasiswa aktif. Pada semester akhir tahun 2025 penulis telah menyelesaikan skripsi yang berjudul “The Use of Drilling Techniques Integrated with Technology to Improve Students' Vocabulary Mastery at SD Negeri 6 Panjer”.

