

CHAPTER I

INTRODUCTION

This chapter discusses the introduction of the study which includes background, identification, limitation, research questions, objectives, significance, and definition of key terms.

1.1 Research Background

Vocabulary mastery is fundamental to learning English, especially in the context of EFL. Fundamental means that the vocabulary will always be used when someone speaks English. Shejbalová (2006) states that without grammar, only a few messages can be conveyed, but without vocabulary, there is no way to convey any message at all. Vocabulary can influence students' ability to absorb information through their reading and listening skills. Vocabulary can also influence students in expressing their ideas during the learning process. However, despite this, there are still many students who struggle to master English vocabulary. As a result, their overall ability to use English is influenced by their vocabulary skills. Therefore, vocabulary mastery must receive special attention in their learning process.

SDN 1 Tunjung, located in the subdistrict of Kubu Tambahan, Buleleng Regency, Bali Province, is one of the elementary schools where students still have difficulty mastering English vocabulary. Through the “*Kampus Mengajar*” program previously participated in by the researcher, the researcher directly observed how students' limitations in vocabulary mastery affect their learning. They tend to struggle with understanding and remembering the

vocabulary taught. For them, the learning process they experience is often unengaging because it remains teacher-centered. This leads students to become passive and less enthusiastic about participating in lessons. Additionally, students rarely get the opportunity to practice or use their English directly. This indicates that the approach used in the learning process is not yet effective in helping students master vocabulary optimally.

The main problem faced by grade 4 students at SD Negeri 1 Tunjung is their low command of English vocabulary. Students tend to lack confidence in using vocabulary, whether in conversation or in writing. Students also have difficulty answering simple questions in English or even recognizing the meaning of words that have been explained previously. This indicates that there are obstacles in the process of vocabulary retention among students. This problem is not only evident from observations made during their learning process but is also reinforced by data from the pretest conducted before the research intervention. SD Negeri 1 Tunjung sets 60 as the Minimum Graduation Criteria (KKTP) in English. The pretest results show that only around 4 out of 21 students were able to achieve that score. Eighty percent of students still struggled to achieve the required KKTP score. This indicates that students' English proficiency is still relatively low. The average overall score of students was only 39.76, which is still below the determined standard, indicating that students' ability to master vocabulary is still very low. Additionally, the results of interviews with classroom teachers reinforced the finding that students often forget the meanings of words they have learned. They also tend to have

difficulty using these words in sentences and seem uninterested in learning using only lecture or rote memorization methods.

To deal with this issue, vocabulary learning in grade 4 at SD Negeri 1 Tunjung needs to be adjusted to the curriculum there and the real conditions on the ground. The curriculum used is the “*Kurikulum Merdeka*”, which encourages students to be active, creative, and involved in the learning process. However, unfortunately, in practice, many lessons are still found to be one-sided and use media that lack appeal to students. The limitations of resources and technological capabilities in elementary schools, especially in rural areas, present a unique challenge for teachers in developing suitable methods to address this situation. Therefore, the integration of drilling techniques with technology-based media such as WhatsApp, YouTube, and World is a relevant approach to address the issues at SD Negeri 1 and aligns with the curriculum used at the school.

This study chose Classroom Action Research because it focuses on improving and enhancing the learning process in the classroom directly. In the context of this study, CAR for the use of drilling techniques integrated with technology to improve students' vocabulary mastery provides researchers with the opportunity to apply, observe, and reflect on how the method can be effective and sustainable in addressing problems in real learning situations. CAR is a flexible and responsive method to students' needs, allowing researchers to adjust and improve the method according to responses and field conditions. Therefore, the results obtained are not merely theoretical but directly impact positive improvements in student learning (Kemmis &

McTaggart, 2014). Additionally, CAR is a suitable method for addressing practical problems, such as the low vocabulary mastery of students demonstrated in the pretest results in this study, enabling the proposed solutions to be more practical and effectively resolve the issue (Arikunto, 2021). This CAR approach can also encourage active involvement of teachers and students in the learning process, which can enhance the relevance of research findings to the real classroom context.

According to Ratminingsih & Budasi (2018), young learners tend to be active and imaginative but easily bored. They have a strong desire to imitate their teachers or instructors because that is how they learn and memorize. As a result, they can learn English faster than adults (Dilfuza, 2023; Lucas et al., 2014). Rather than being influenced by IQ, children tend to analyze how language works depending on the environment and context in the language learning process itself (Brewster et al., 2002). Young students also generally experience problems with their concentration. Their concentration tends to be shorter than that of adults and tends to decline when activities become monotonous (Sabgini & Wiraatmaja, 2023). Therefore, in the learning process, they need something to maintain their attention so they can follow the lesson effectively.

Based on the characteristics of young learners, researchers chose drilling techniques combined with technology in the learning process to overcome vocabulary mastery issues. Drilling techniques are learning techniques that focus on systematic repetition and aim to strengthen students' memory of the material being taught. This technique is very suitable for vocabulary learning

because it focuses on repetition as the main method of forming long-term memory. Repetition is a characteristic of the Audiolingual Method (ALM), which focuses on habits, and is the main feature of the drilling technique (Hidayat et al., 2022; Maro, 2018). Drilling techniques are often used in various English language learning contexts to help students use English fluently (Hidayat et al., 2022; Khoyimah & Santoso, 2020; Mulyono et al., 2023). The drilling technique can help students become more familiar with the vocabulary they are learning, enabling them to remember, understand, name, and use the vocabulary more effectively. The drilling technique can be an appropriate solution for improving elementary school students' vocabulary mastery. This is also supported by research from (Laily & Febrianingrum, 2023; Terasne & Hafiz, 2022), which states that drilling techniques are effective in improving students' vocabulary mastery through experimental research conducted. Additionally, qualitative studies (Hidayat et al., 2022; Mulyono et al., 2023) also support this finding. Thus, maximizing the use of drilling techniques can make it a powerful tool in the learning process because its principles optimize how students learn naturally.

If only drilling techniques are applied, learning will tend to be boring for students. Students need tools that can help them stay focused and interested in the learning process. Technology plays an important role in the educational process. Because technology can encourage students to participate actively, as it makes learning more engaging. Technology also encourages students to be more productive in the learning process by increasing their interest in participating (Kembuan & Irwansyah, 2019; Suhardiana, 2019). Within the

scope of technology-based language learning, known as Computer-Assisted Language Learning (CALL), significant developments have been observed. CALL can include various forms of digital technology use, such as computers, learning applications, and online platforms (Beatty, 2013). With the development of mobile devices, a new approach emerged in the form of mobile-assisted language learning (MALL), which is more flexible and portable. MALL is a part of CALL that specifically relies on mobile devices such as smartphones or tablets to facilitate the learning process (Kukulska-Hulme & Shield, 2008).

In this study, the MALL approach involves the use of media such as WhatsApp, YouTube, and World World, which can be accessed via mobile devices. This allows the drilling technique to be applied to vocabulary learning in a flexible and enjoyable way. These media were chosen because they are easy to access, visually and audibly appealing, and enable students to engage in the learning process more effectively. YouTube enables the display of vocabulary videos that help students understand vocabulary through visual and audio means, as well as how a word is pronounced. WhatsApp is used as a medium for reinforcement outside of class hours, relying on repetition in the process. Meanwhile, World World is used as a medium for evaluation and interactive exercises that are enjoyable for students. This aligns with multimedia learning theory, which claims that combining various visual and audio media simultaneously can help students understand the material and improve their retention of the learning content. These three media are highly relevant in the

Mobile Assisted Language Learning (MALL) approach, where learning can be done anytime, anywhere through mobile devices.

WhatsApp is a medium that can effectively help improve vocabulary skills in student vocabulary learning. Research conducted by Bensalem (2018) shows that WhatsApp is more effective than traditional media in vocabulary learning. WhatsApp can help students strengthen their learning communication and motivate them to produce creative projects in writing or speaking (Ratminingsih et al., 2022; Bouhnik and Deshen, 2014). WhatsApp functions as a flexible communication medium in the implementation of technology-based learning. In this study, WhatsApp was used to send materials, provide reminders, and accompany students when accessing YouTube videos and exercises provided by the teacher. The advantage of WhatsApp lies in its real-time nature and familiarity to both students and parents, making it easier to coordinate or engage in the continuous application of drilling techniques. WhatsApp also supports the implementation of the MALL approach as it allows teachers and students to interact outside of class hours without spatial limitations.

Similarly, YouTube can motivate students to engage in learning, particularly vocabulary learning (Chien et al., 2020). YouTube provides visual and auditory elements that greatly assist students in understanding the contextual meaning of words. Munawir et al. (2022) claim that videos are considered an effective medium for enhancing students' academic abilities. Educational videos featuring animations, illustrations, or everyday situations make vocabulary easier for students to understand and remember. Additionally,

YouTube offers three types of videos frequently consumed by its users. These videos include regular videos, YouTube Shorts, and live streams. In this study, regular videos were used because they are content that is already ready for consumption by students. This is because YouTube videos are prepared by video creators in the form of videos containing sound, visual effects, and other elements that can enhance students' interest. This is also supported by research conducted by (H. Putri, 2022; Sorohiti et al., 2024) quantitatively, and the results show that these positive effects can improve students' vocabulary mastery. Additionally, Irawan (2022) also supports these findings qualitatively. By preventing students from feeling bored, YouTube can help students understand vocabulary more effectively because their focus remains intact. Furthermore, YouTube allows teachers to select videos appropriate for students' levels, adjust the speed, and customize the duration to suit the class's needs. This demonstrates that YouTube is a highly supportive medium for the MALL approach due to its ease of use and accessibility anytime and anywhere.

Similarly, the use of World World in this study was very effective in helping students achieve the predetermined KKTP. Through interaction and gamification, students were continuously motivated to actively participate in the learning process. Easily customizable features allowed vocabulary material to be presented in game formats such as quizzes, puzzles, and matching games, which made the learning process less monotonous and boring. The dynamic interaction of students in this application not only increases user engagement but also helps form long-term memory through enjoyable repetition. Additionally, the interaction and feedback provided during the game process

allow students to immediately recognize and correct their mistakes, making the learning process more effective and efficient for them. Gamification media can help students learn through active repetition based on the mistakes they make during the game process. Various studies also confirm that gamification can accelerate the process of vocabulary mastery by utilizing active learning principles and experiential learning that align with modern students' learning styles (Irawati et al., 2021; Sakkir et al., 2023; Sitompul et al., 2024).

In this study, the measurement of students' skill improvement was conducted through a vocabulary test. This test aimed to measure the extent of improvement in students' vocabulary mastery that had been taught. The test was conducted before and after the implementation to objectively compare students' learning outcomes in the form of quantitative data. This text-based approach is a form of pre-experimental design in classroom action research. Quantitative data is required to demonstrate whether there is a significant improvement. The researcher set a minimum passing score of 60 as the standard that each student must achieve or exceed in this test. A score of 60 was set as an indicator of success based on the minimum standard applicable in that school. The scores obtained will be analyzed using descriptive statistic methods to determine how students' abilities have improved statistically. This serves as a quantitative instrument that plays a crucial role in providing empirical data as evidence that the use of the Darling technique combined with technology is an effective method for improving students' vocabulary Mastery.

Even though there are a bunch of studies on using drilling techniques and tech media in English learning, as far as the researcher is aware, few have

specifically combined both, especially for elementary school students. Some earlier studies only focused on the effectiveness of drilling or technology media. But elementary school students have characteristics that need vocabulary reinforcement in their learning process so that their learning experience becomes more interesting. Therefore, a systematic implementation of drilling techniques combined with technology is needed to address this need. The drilling technique, which involves repetitive word practice, is combined with technology in the form of easily accessible media such as YouTube, WhatsApp, which specifically provides online learning, and World World. These media, as part of the MALL approach, distinguish this study from others.

Student learning outcomes are not only determined by quantitative scores. How students respond to the learning process or their perceptions of it are also important aspects to analyze. Student opinions are the affective and cognitive responses students give to their learning experiences regarding the usefulness, comfort, and impact of a method on their abilities. Student opinions are an important aspect that reflects how students feel about and evaluate the teaching methods used.

According to self-determination theory (Deci & Ryan, 2013) student involvement and motivation in the learning process are greatly influenced by their perceptions. Student motivation is closely related to their perceptions and experiences, which greatly influence their learning success. Davis (1989) also emphasizes the importance of perceived usefulness and perceived ease of use of technology in determining students' acceptance and satisfaction with their learning process. In this context, if students feel that the use of YouTube,

WhatsApp, and World World truly helps them understand and remember new words more easily, they are likely to accept and be motivated to engage in learning more effectively. Biggs (1992) also highlights that students' learning styles and processes are greatly influenced by how they experience the learning process, which is closely related to their opinions about the methods used. This indicates that students' perceptions of the implementation of this research not only impact their comfort but also directly influence how effective the learning process itself is. Therefore, students' opinions on the implementation of drilling and technology are important to study to ensure the success of this research's application.

Asyari (2024) also asserts that students' perceptions and positive attitudes toward learning management systems can increase their motivation and satisfaction with learning. This is also supported by research conducted by Andriyani et al. (2022), which found that the comfort and flexibility of combined learning methods can influence students' perceptions and have a positive impact on learning outcomes. Additionally, Lewohl (2023) also states that the integration of face-to-face learning and technology enhances students' understanding and satisfaction with the learning process. Thus, exploring students' opinions (RQ 2) not only completes the quantitative data on learning outcomes (RQ 1) but is also important to ensure the sustainability and effectiveness of the methods used. Positive opinions expressed by students can serve as an indicator supporting the success of implementing technology-integrated learning methods, as it makes students feel comfortable in their

learning process. Similarly, negative opinions can provide valuable feedback for adjustments that can be made to the learning methods.

This study sets two main research questions because it aims to comprehensively measure the effectiveness of drilling techniques integrated with technology using the MALL approach. The measurement is conducted from both the learning outcomes and the students' learning experiences. The first research question focuses on determining the impact of this study's implementation on improving vocabulary mastery quantitatively, as the main issue in Grade 4 at SDN 1 Tunjung is the low scores of students in this aspect. By measuring test results before and after the implementation, the researcher obtains objective evidence of how the method used affects the students. Meanwhile, the second research question was designed to explore opinions about the learning process they experienced because understanding students' experiences and perceptions is crucial for determining the sustainability and effectiveness of the methods and media used in the long term. Students' opinions reflect how enjoyable, easy to understand, and motivating the method is for students in learning or participating more actively. By combining these two research questions, this study not only produces data on learning outcome improvements in numerical form but also provides a comprehensive picture that enhances students' acceptance of the approach used through their opinions.

To gather students' opinions, data in the form of diverse student responses were collected through interviews as a qualitative instrument. Interviews were chosen because they can capture students' subjective views that cannot be measured quantitatively, such as their feelings of motivation and

experiences during the learning process. Through interviews, researchers can also ask questions flexibly, allowing the interviews to explore aspects of students' experiences that are not explicitly stated. The data in the form of opinions were analyzed using a thematic analysis approach by identifying similarities in the answers given by students. This analysis method was chosen because it is very suitable for conditions where there are many students. The information obtained is expected to provide a complete and more contextual picture of the effectiveness of the learning methods used and to support the qualitative data more comprehensively.

Based on the situation and conditions in 4th Grade of SDN Negeri 1 Tunjung, where their vocabulary mastery is still relatively low, an approach is needed that can address two aspects simultaneously: improving learning outcomes and student engagement in the learning process. The use of drilling techniques combined with vocabulary videos is considered a suitable strategy for creating engaging and effective learning. This study does not only focus on the results in the form of student scores but also considers their opinions on the learning process they went through. Through the implementation of drilling combined with technology in the form of MALL, specifically YouTube, WhatsApp, and World World, it is considered an appropriate solution to overcome the vocabulary mastery problems in class 4 of SD Negeri 1 Tunjung. All these considerations encouraged the researcher to conduct a classroom action research study titled “The Use of Drilling Techniques Integrated with Technology to Improve Students' Vocabulary Mastery at SD Negeri 1 Tunjung,”

which is expected to contribute to English language learning, particularly at the elementary school level.

1.2 Problem Identification

Preliminary observation has been carried out in the 4th grade of SD Negeri 1 Tunjung. It was found that there is a problem with students' mastery of English vocabulary which is still low. This is caused by the inappropriate learning strategies used by teachers, which is teacher-centered in teaching in the class. The tendency to use manual media makes students tend to feel bored with the learning atmosphere in the classroom that is less interesting. The lack of technology involvement is also decreasing student interest and concentration on learning. It makes students have difficulty in understanding the material being taught. It affects students' ability to absorb and convey information using English. This difficulty has an impact on low student scores as measured by their scores which are below the KKTP.

1.3 Research Limitation

In order to carry out a focused discussion of the selected topic, this study limited only covers regarding the implementation of drilling techniques integrated with technology to improve vocabulary mastery in grade four students at SDN 1 Tunjung. And also, to find out student's opinions about using drilling techniques integrated with technology to improve vocabulary mastery.

1.4 Research Questions

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

1.5 Research Objective

1. To improve vocabulary mastery through the use of drilling techniques integrated with technology through vocabulary videos for grade 4 students at SD Negeri 1 Tunjung.
2. To identify students' opinion on using drilling technique integrated with technology through vocabulary video conducted to improve vocabulary mastery of grade 4 student at SD Negeri 1 Tunjung?

1.6 Research Significances

1. Theoretical significances

This research is anticipated to strengthen existing theory regarding the use of drilling techniques combined with technology to improve vocabulary mastery. It is expected that the discussion in this research can be a reference for applying drilling techniques combined with technology to improve vocabulary mastery of English vocabulary which still receives little attention.

2. Practical significances

It is expected that this research will have an impact on parties related to educational institutions. To the schools being observed as a reference for improving their educational standards. Toward teachers, especially elementary school teachers, to illustrate situations and perspectives in instructing drilling techniques in improving vocabulary mastery itself. Towards students which is expected to help them improve their vocabulary mastery. To readers who are expected to be able to inform them about the use of drilling techniques through video vocabulary integrated with technology to improve students' vocabulary mastery in elementary schools. Or it can also be an example or reference regarding how drilling techniques through video vocabulary can improve students' vocabulary mastery in elementary schools. And for other researchers, it is expected that this research can become a reference related to the topic of drilling techniques applied at the elementary school level. Or it is expected that further investigation will be carried out regarding the gaps that still exist.

1.7 Definition of Key Terms

To prevent misunderstanding of the definitions and key terms in this research, they are described as follows:

1. Theoretical Definition

a. Drilling Techniques Integrated with Technology

Drilling Techniques Integrated with Technology theoretically refers to a structured repetition-based learning strategy combined with the use of digital technology with the aim of improving mastery of the material, in this case English vocabulary. Drilling techniques

themselves are classical learning methods that focus on repetitive exercises to reinforce students' memory of the material. These techniques are integrated with technologies such as CALL (Computer-Assisted Language Learning) and MALL (Mobile-Assisted Language Learning), making the drilling process more interactive and flexible through digital devices.

b. Vocabulary Videos

According to Lin & Tseng (2012), Vocabulary videos are videos that make it easier for learners to improve and develop their language comprehension. It usually contains an explanation of the meaning, how a word is pronounced, how a word or phrase is used and also about terminology. Vocabulary videos are often used to learn a language, things related to literacy in schools in certain subjects. The content includes images, text, audio and other elements that can create a more enjoyable learning experience.

c. Vocabulary Mastery

According to Nation (2001) and Nation (2008), understanding and mastering many words and phrases in a language is considered vocabulary mastery. This includes understanding and using it appropriately, both for the purpose of communicating clearly and according to the context in speaking and writing. This is important to master, especially in academic and professional areas.

2. Operational Definition

a. Drilling Techniques Integrated with Technology

In this study, Drilling Techniques Integrated with Technology was implemented through learning activities in which teachers repeatedly showed vocabulary videos on YouTube, then asked students to pronounce, write, and use the words in sentences. Teachers also shared vocabulary videos and games through WhatsApp groups so that students could access the material from home. Vocabulary exercises were conducted using Wordwall, where students answered questions in the form of interactive quizzes. All these activities aim to strengthen the vocabulary mastery of fourth-grade students at SD Negeri 1 Tunjung, with success indicators including improved vocabulary test scores and positive feedback from students.

b. Vocabulary Videos

Vocabulary video is a video that contains vocabulary, pictures, pronunciation and other things related to vocabulary learning. The video helps students to remember the vocabulary that is being learned better.

c. Vocabulary Mastery

Vocabulary mastery refers to the ability of students to understand a vocabulary that is learned. This ability can be measured by observing students in responding to a vocabulary, both in the form of recognizing, remembering, memorizing, understanding the context of use, either orally or in writing.