

# CHAPTER I

## INTRODUCTION

This segment delineates the preliminary exposition of the investigation, encompassing the rationale behind the study, problem identification, scope delineation, formulation of the research inquiry, intended aims, relevance or contribution of the research, and the elucidation of essential terminology.

### 1.1 Research Background

English holds the status of a foreign tongue within the Indonesian linguistic landscape. For Indonesian learners, who are not native speakers, the process of acquiring proficiency in English as a foreign language presents considerable challenges and complexities. Learning English as a foreign language has a different approach compared to teaching English as a first language, the focus is on individual learning such as Indonesian students who do not use English as their first language (Arwila, 2022). In the world of education in Indonesia, English is set as a compulsory subject from elementary school to college. Many students believe that by mastering English they will easily obtain information from other countries. (A. Dewi, 2012; Ilyosovna, 2020; Rohmah, 2005). Improving English language skills among students is a priority to prepare them for the increasingly competitive world of work. Despite English being a foreign language the level of mastery still varies, depending on factors such as the quality of teaching and access to learning resources.

According to Haycraft (1978), language mastery encompasses a spectrum of competencies, including auditory comprehension (listening to spoken

discourse), textual interpretation (reading written content), verbal articulation (speaking), and textual production (writing). To support the mastery of these four skills, students must learn vocabulary first before understanding other skills. Richards & Renandya (2002) state that vocabulary provides much of the basis for students to be able to speak, listen, write, read well and vocabulary is a core component of language skills. If students do not master vocabulary, they will not be able to understand the meaning of sentences and communicate effectively. For elementary school students who are the foundation for the future, mastering English vocabulary is very important to learn. Ideally, students at the elementary level should master a lot of vocabulary as the main basis in language learning. Therefore, to become proficient in English language skills, vocabulary mastery is very important.

Several educational challenges have been identified at SD Negeri 3 Jehem, located in Bangli Regency, Bali, Indonesia, based on preliminary observational data. One prominent issue is the low academic performance of students, which serves as a strong indicator of deficiencies in vocabulary acquisition. This is evidenced by the English language assessment scores of fifth-grade students from the previous academic period, where approximately 70% failed to meet the Minimum Mastery Criterion (KKTP) of 70. This percentage suggests that a significant portion of learners struggle to attain the expected learning outcomes in English. Various underlying factors contribute to this situation. Firstly, the school lacks a dedicated English language instructor. Secondly, technological tools remain underutilized, and existing educational resources have not been integrated effectively into classroom instruction. Teaching practices rely

predominantly on textbooks, student worksheets (LKS), and traditional whiteboard usage. Lastly, the pedagogical approach employed remains largely teacher-centered, limiting student engagement and autonomy in the learning process.

Drilling technique is one of the methods used in classroom learning. This method can strengthen the material and make students remember the material better, especially new vocabulary. This shows that the drilling technique plays an important role in improving students' vocabulary. Asriyah (2021) stated that the drilling method can help students learn and become more creative. Because of the repetition, the drilling method makes it easier for students to improve their vocabulary. In addition, Megawati (2014) stated that the purpose of the drilling method, for example, is to stimulate motor skills and develop intellectual speed. Several studies have proven that drilling techniques are effective for vocabulary (Mulyono et al., 2023; Terasne & Hafiz, 2022; Yusuf et al., 2023).

To effectively address the aforementioned issues, an essential preliminary measure involves gaining a comprehensive understanding of student characteristics. Young learners, due to their natural propensity to mimic adult behavior, particularly that of their instructors, often acquire language skills more rapidly through consistent and repetitive exposure (Lucas et al., 2014). Mulyono et al. (2023) emphasize that repetition is a defining attribute of the drilling technique in language pedagogy. Furthermore, as highlighted by Ratminingsih and Budasi (2018), children exhibit high levels of activity and imagination, yet tend to lose interest quickly. Repetition enables students to

absorb and retain information over time. The drilling approach involves continuous and repetitive practice (Halimah et al., 2022), which is intended to reinforce long-term memory retention. According to Larsen-Freeman and Anderson (2013), drilling is a core component of the Audio-Lingual Method (ALM), commonly employed to enhance learners' proficiency in both spoken English and vocabulary. Empirical findings from various studies support the assertion that the application of drilling significantly contributes to improvements in students' vocabulary acquisition (Mulyono et al., 2023; Yusuf et al., 2023)

Moreover, the utilization of vocabulary videos emerges as a promising instructional medium, particularly given the learning tendencies of elementary school students who exhibit a stronger engagement with visually and auditorily enriched educational content (Bal-Gezegin, 2014). Vocabulary videos have a big influence on vocabulary learning and have become a learning medium. (Alhamami, 2014; Ilma & Mafulah, 2024; Munawir et al., 2022; Yawiloeng, 2020) Vocabulary videos help teach vocabulary and reinforce language skills. The material becomes easy to understand, interesting, and more practical when delivered through videos. Learners are anticipated to attain enhanced understanding and retention of newly introduced lexical items through the integration of vocabulary videos within iterative practice routines.

YouTube stands as one of the most widely utilized digital platforms among students (Gracella & Rahman Nur, 2020). YouTube is one of the media that can be watched from beginner to advanced levels that contain various creative content. In learning English vocabulary, videos can increase students' learning



motivation. (Chien et al., 2020). YouTube can help young learners understand the material more practically. Flexibility is among YouTube's defining characteristics, rendering it highly suitable for student use across varied times and locations (Binmahboob, 2020). The platform offers expansive access to diverse content, enabling users to explore unfamiliar subject matter with ease. Consequently, vocabulary videos on YouTube may be regarded as both an effective and adaptable medium for enhancing students' lexical proficiency. Hence, the integration of drilling techniques with technological tools such as vocabulary videos is deemed essential in fostering vocabulary mastery at the elementary education level.

A number of scholarly inquiries have examined the synergistic impact of drilling methodologies in conjunction with technological tools, revealing favorable outcomes on students' acquisition of English vocabulary. For instance, Halimah et al. (2022) used a qualitative method where teachers used drilling strategies supported by Virtual Reality (VR) media in teaching English vocabulary. Based on the observation results, students experienced an increase in vocabulary mastery. Students can express their opinions happily without fear. So that the research shows that the learning objectives can be achieved effectively. Furthermore, Putri (2022) used quasi-experiment and found that drilling with YouTube had a positive effect on students' vocabulary and pronunciation.

Previous research has demonstrated the impact of drilling techniques and technological integration on learners' vocabulary acquisition. Nevertheless, the practical implementation of drilling strategies both within and beyond the

classroom setting when combined with technological tools, remains insufficiently explored, particularly in the context of elementary education. This gap in understanding has become the impetus for the present investigation, which seeks to enhance students' vocabulary mastery. The efficacy of a pedagogical approach should not be evaluated solely by improvements in academic performance, but also through learners' perceptual responses to the method employed. A critical dimension that warrants further exploration is the perspective of students regarding the application of drilling techniques supported by vocabulary videos in the language learning process. Accordingly, beyond facilitating the enhancement of lexical competence, this study also aims to explore learners' perceptions regarding the incorporation of technological elements into drilling practices, specifically through the medium of video-driven vocabulary instruction.

## **1.2 Problem Identification**

Based on the results of interviews and observations conducted at SD Negeri 3 Jehem in grade five, there are various issues connected to insufficient vocabulary mastery. First, there is no specialized English teacher. So that the homeroom teacher takes over the English subject directly, the teacher has difficulty in the learning process to make it more effective and fun so that students are able to master English. Second, teachers only rely on one source, namely the LKS book. This causes low utilization of technology and facilities that have been provided by schools such as chrome books. So that students do not have a connection because they only rely on the LKS book. Third, literacy at SD Negeri 3 Jehem is quite low. This makes students' interest in reading and

curiosity about new things still very lacking. Educators predominantly focus on delivering content explanations, while the instructional methods employed often lack engaging qualities, resulting in students becoming easily disengaged during the learning process.

### **1.3 Research Limitation**

Grounded in the problem identification outlined above, this study concentrates on the application of repetitive practice strategies amalgamated with technological resources particularly vocabulary-focused video content as an approach to elevate lexical proficiency among primary-level students. Additionally, the research seeks to explore the perceptions among fifth-grade pupils at SD Negeri 3 Jehem regarding the application of technology-enhanced drilling methods in their vocabulary learning process.

### **1.4 Research Questions**

Based on the research background that has been stated earlier, this research formulates two questions, which are as follows:

1. Is the implementation of drilling technique integrated with technology through vocabulary video able to improve vocabulary mastery?
2. What is the students' opinion in using drilling technique integrated with technology through vocabulary video at SD Negeri 3 Jehem?

### **1.5 Research Objectives**

In alignment with the aforementioned research inquiries, this investigation seeks to accomplish the following aims:

1. To enhance the implementation of a drilling methodology synergized with technological media via vocabulary videos in fostering the advancement of lexical proficiency.
2. To examine learners' perspectives concerning the employment of drilling strategies conjoined with technological integration through vocabulary-based video materials at SD Negeri 3 Jhem.

## **1.6 Research Significances**

### **1. Theoretical Significance**

The anticipated outcomes of this investigation aim to broaden and deepen the theoretical foundations, empirical data, and informational insights pertaining to the application of drilling techniques in enhancing elementary learners' English lexical repertoire. Moreover, this study aspires to reinforce the empirical validity of prior scholarly inquiries and expert research in the field.

### **2. Practical Significance**

#### **a) For English Teachers**

The findings of this research are anticipated to serve as a valuable reference for educators in employing drilling methodologies integrated with technological tools as an effective strategy in English instruction, aimed at enhancing students' lexical acquisition. In addition, this study can help teachers design innovative and interactive learning models. This study provides insight to teachers to develop effective learning techniques so that they can increase students' interest in learning.

#### **b) For Educational Institutions**



It is envisaged that the outcomes of this investigation will provide information as an emphasis to further encourage the use of the drilling method. In addition, this study is the basis for developing effective learning and can adjust the curriculum according to student needs.

**c) For Further Researchers**

The outcomes of this study are anticipated to offer foundational references and serve as a springboard for subsequent scholarly inquiries on related themes. This study can provide information regarding data or findings that can be used as references regarding the use of the drilling techniques. This study can provide an overview for other researchers to explore new variables that can affect the efficacy of the drilling approach may be influenced by contextual variables such as the instructional setting and the individual attributes of learners.

## **1.7 Definition of Keyterm**

### **1. Theoretical Dification**

**a) Drilling Techniques Integrated with Technology**

Drilling technique is a strategy utilized in English language learning. This approach focuses on language instruction via practice that highlights the development of student routines through repeated exercises, the memorization of grammatical patterns, and alterations of verb tenses, while incorporating the target language and the culture associated with it (Setiyadi, 2006). As for how to improve the drilling technique to be more interesting in learning. Teachers can use videos in the learning process.

### **b) Vocabulary Video**

From a conceptual standpoint, vocabulary videos serve as multimedia instructional instruments devised to facilitate the introduction and reinforcement of lexical comprehension via visual presentations (Yawiloeng, 2020). These videos integrate auditory and visual components such as written language, imagery, and audio to cultivate a more immersive and stimulating educational experience.

### **c) Vocabulary Mastery**

Conceptually, Huyen & Nga (2003) define vocabulary mastery as an individual's proficiency in grasping and assimilating lexical components inherent to a particular language system. This competence encompasses the grasp of semantic meaning, phonological articulation, orthographic representation, and the contextualized application of words.

## **2. Operational Definition**

### **a) Drilling Techniques Integrated with Technology**

Operationally, the drill technique integrated with technological support refers to a repetitive lexical acquisition strategy facilitated through digital platforms. One such method involves presenting vocabulary-focused videos sourced from YouTube during classroom instruction, followed by asynchronous learning sessions wherein the videos are disseminated via WhatsApp groups, enabling students to engage in iterative review and autonomous learning at their convenience, regardless of time or location.

### **b) Vocabulary Video**

Operationally, vocabulary videos sourced from YouTube elucidate lexical items within specific thematic content, complemented by illustrative example sentences, curated word lists, visual representations, and audio pronunciations. To reinforce retention, provide practice opportunities, and foster learner motivation, such videos frequently incorporate interactive exercises or tasks.

**c) Vocabulary Mastery**

Operationally, vocabulary mastery denotes learners' proficiency in identifying, articulating, spelling, and accurately employing lexical items within suitable contextual frameworks. At SD Negeri 3 Jehem, this competency is evaluated by gauging the degree to which students can recall and utilize the instructed vocabulary across various modalities spoken discourse, written expression, conversational interaction, as well as formal assessments.

