

APPENDICES

Appendix 01. Observation 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 : 2844/UN48.7.1/DT/2024

26 Juli 2024

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SD Negeri 3 Jehem
di Bangli

Dalam rangka pengumpulan data untuk menyelesaikan Melakukan obsrvasi awal sebagai syarat pembuatan proposal penelitian skripsi, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama : Ni Putu Eka Mei Cahyani
NIM : 2112021046
Jurusan : Bahasa Asing
Program Studi : Pendidikan Bahasa Inggris
Jenjang : S1
Tahun Akademik : 2023/2024

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

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

an, Dekan,
Wakil Dekan I,

FBS

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 : 2847/UN48.7.1/DT/2024

26 Juli 2024

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SD Negeri 3 Jehen
 di Bangli

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

Nama	: Ni Putu Eka Mei Cahyani
NIM	: 2112021046
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2023/2024
Judul	: The Use of Online Drilling Technique Through Vocabulary Video to Improve Students' Vocabulary Mastery at SD N 3 Jehen

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.	During your time teaching English, what do you think about the vocabulary mastery of 5th-grade students at SD N 3 Jehem?	During my time teaching English at SD N 3 Jehem, I noticed that many students still lack vocabulary mastery and often become bored quickly, which prevents them from mastering English vocabulary. They are also less interested in taking English lessons because English is considered as scary and challenging as math lessons.
2.	Are there facilities at SD N 3 Jehem such as projectors or LCDs and wifi?	We have very complete facilities here, such as projectors, Wi-Fi, and Chromebooks. We even have Chromebooks, and students here already have learning ID accounts. However, the utilization of existing facilities remains very limited.
3.	While teaching English, what media is most often used to support learning? Have you ever used school facilities such as LCD to show videos?	The media that I use most often, especially in English learning, is the My Next Word Year 5 package book. If the problem of showing videos has arisen so far, I have never applied it inclass.
4.	What is the curriculum used by SD N 3 Jehem?	The curriculum used is the independent curriculum; however, two classes are still K-13, and we are still adapting to implementing this independent curriculum.
5.	After reviewing the list of grades, I noticed that many students still scored below the specified average. What is the reason?	Most grade 5 students become bored quickly during English lessons and lack focus, resulting in poor scores.

6.	Have drilling techniques been used?	So far, this has not been done.
7.	Do students at SD N 3 Jehem, especially those in grade 5, already have a WhatsApp group?	Yes, we already have a group.



Appendix 04. Blue Print

Basic Competencies	Material	Indicator	Level of Cognitive Domain		
			C1	C2	C3
Vocabulary	Parts of our body that work together	1.1 Students can mention the meaning of words about body parts.	1,2,3,4,5,6,7		
		1.2 Students are able to arrange random letters related to body parts.	8, 9, 10,11,12,13,14,15		
		1.3 Students can choose and use the right			16,17,18,19,20

		word in the context of a particular situation			
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Appendix 05. Teaching Module Cycle 1

A. MODULE IDENTITY	
Compiler's Name	: Ni Putu Eka Mei Cahyani
Institution	: SD Negeri Jehem
Year of Compilation	: Year 2025
School Level	: Elementary School
Subject	: English
Grade/Semester	: V (five) / II
Time Allocation	: 2 x 30 minute
Unit/Theme	: 6 / Parts of our body that work together
B. INITIAL COMPETENCE	
<ul style="list-style-type: none"> Children are able to recognize body parts. 	
C. PANCASILA STUDENT PROFILE	
<ul style="list-style-type: none"> Have faith, devotion to God Almighty and noble character. Global diversity Independent Mutual cooperation Creative 	
D. LEARNING MEDIA	
<ul style="list-style-type: none"> Laptop Audio equipment (speakers) Projector Internet network Vocabu <p>lary video</p> <p>Video Link:</p> <ol style="list-style-type: none"> https://youtu.be/SUt8q0EKbms?si=cIoEuqHqgQZRK53l https://youtu.be/4r0bnKc7mBk?si=O_roVf0f2dQbTbA6 https://youtu.be/BB7OgKU7cak?si=N24G1P7sWdWEfMpD https://youtu.be/fVWTPpDVmY?si=oRkryM7685jHDtf2 	
E. TARGET LEARNERS	
<ul style="list-style-type: none"> Regular students 	
F. NUMBER OF LEARNERS	
<ul style="list-style-type: none"> 19 students 	
G. LEARNING MODEL	
<ul style="list-style-type: none"> Face to face 	
CORE COMPONENTS	

A. LEARNING ACTIVITY OBJECTIVES

LEARNING OUTCOMES (Phase C) :

By the end of Phase C, learners understand and respond to simple spoken, written and visual texts in English. They use simple English to interact and communicate in familiar/familiar/routine situations. Learners understand letter-sound relationships in simple English vocabulary and use this understanding to comprehend and produce simple written and visual texts in English with the help of examples.

Learning Objectives Unit 6 :

Students are able to recognize the functions of body parts. Students are able to recognize the benefits of body parts in everyday life. Students are able to write short texts related to the functions of body parts.

B. LEARNING MATERIALS

Parts of our body that work together

Mention body parts.

C. LEARNING RESOURCES

Primary Source

English Book My Next Words class V elementary school
YouTube/Internet

D. LEARNING ACTIVITIES

Opening Activities:

Teacher prepare learners physically and psychologically to be able to take part in learning well.

Teachers encourage learners in the classroom to be enthusiastic during learning through apperception that can arouse learners' enthusiasm for learning.

Students are given the opportunity to lead a prayer together according to their respective religions and beliefs before the lesson is held.

After the prayer is finished, the student who has been assigned to take turns, tells his/her friends to stand up using English and lead singing "Good Morning", "If You're Happy", or other songs in English that have been learned.

Students and teacher discuss the learning objectives and activity plan.

Core Activities:

Teacher invites and asks learners to watch the prepared vocabulary video.

Learners imitate the vocabulary in the video correctly repeatedly.

Teacher writes the vocabulary in the video on the blackboard one by one.

Teacher pronounces the English vocabulary aloud and the students imitate the pronunciation simultaneously.

Teacher appoints students to say the vocabulary in the video to find out whether they have understood or not.

Teacher gives exercises to the students to find out how much they understand the material that has been given.

Closing Activity:

Teacher asks students if they have any questions related to the material.

Teacher sends the video link to the WhatsApp group for students to study at home

Teacher asks students to note, pronounce, and remember the vocabulary in the video.

Students are given exercises through a Google Form that will be sent in the WhatsApp group.

E. ASESMEN / PENILAIAN

Assesment Rubric

The following is an assesment that can be use by teachers in assesing student in unit 6.

Questions Number	Answer Key	Score
1.		
...		
20		
Total		N

Description :

Correct answer score 10

Wrong answer score 0

Description:

Fluency:

1. Long delay in communication
2. Little delay in communication
3. Communicative without long delay

Completeness:

1. Difficulty communicating
2. Little difficulty in communicating
3. Communicates well

Pronunciation

1. Difficulty in pronouncing
2. Little difficulty in pronouncing
3. Correct pronunciation







F. ENRICHMENT ACTIVITIES

- ◆ Enrichment is given to expand students' knowledge of learning materials that can be given to students who have completed basic competencies (KD).
- ◆ Enrichment can be billed or not billed, according to agreement with students.
- ◆ Based on the results of the assessment analysis, students who have achieved learning completeness are given enrichment learning activities to expand or deepen the material.

APPENDIX**A. LEARNER AND TEACHER REFLECTION****A. Teacher Reflection:**

1. How did the students react to the learning in this unit?
2. What were the obstacles in learning this unit?
3. How do you achieve success in learning this unit?
4. What are the important points to note in solving learning problems in this unit?
5. One word or sentence that describes the learning achievement in this unit?

B. Student Reflection

I'm Happy			
1. Listen to the video shown in front of the class			
2. Recognize the vocabulary of body parts			
3. Write the names of body parts			
I can			

Appendix 06. Teaching Module Cycle 2

A. MODULE IDENTITY	
Compiler's Name	: Ni Putu Eka Mei Cahyani
Institution	: SD Negeri Jehem
Year of Compilation	: Year 2025
School Level	: Elementary School
Subject	: English
Grade/Semester	: V (five) / II
Time Allocation	: 2 x 30 minute
Unit/Theme	: 6 / Parts of our body that work together
B. INITIAL COMPETENCE	
<ul style="list-style-type: none"> Children are able to recognize body parts. 	
C. PANCASILA STUDENT PROFILE	
<ul style="list-style-type: none"> Have faith, devotion to God Almighty and noble character. Global diversity Independent Mutual cooperation Creative 	
D. LEARNING MEDIA	

- Laptop
- Audio equipment (speakers)
- Projector
- Internet network
- Vocabu

lary video

Video Link:

1. <https://youtu.be/E1RaVPoA5ns?feature=shared>
2. <https://youtu.be/cm92rp7kYf0?si=ye-3uNU6RC3GPam5>
3. https://youtu.be/j6g_OPGdblU?si=mlegiS9aaVh4kl6r

E. TARGET LEARNERS

- Regular students

F. NUMBER OF LEARNERS

- 19 students

G. LEARNING MODEL

- Face to face

CORE COMPONENTS

A. LEARNING ACTIVITY OBJECTIVES

❖ **LEARNING OUTCOMES (Phase C) :**

By the end of Phase C, learners understand and respond to simple spoken, written and visual texts in English. They use simple English to interact and communicate in familiar/familiar/routine situations. Learners understand letter-sound relationships in simple English vocabulary and use this understanding to comprehend and produce simple written and visual texts in English with the help of examples.

❖ **Learning Objectives Unit 6 :**

Students are able to recognize the functions of body parts. Students are able to recognize the benefits of body parts in everyday life. Students are able to write short texts related to the functions of body parts.

B. LEARNING MATERIALS

Parts of our body that work together

2. Mention body parts.

C. LEARNING RESOURCES

Primary Source

- English Book My Next Words class V elementary school
- YouTube/Internet

D. LEARNING ACTIVITIES

Opening Activities:

- ✧ Teacher prepare learners physically and psychologically to be able to take part in learning well.
- ✧ Teachers encourage learners in the classroom to be enthusiastic during learning through apperception that can arouse learners' enthusiasm for learning.
- ✧ Students are given the opportunity to lead a prayer together according to their respective religions and beliefs before the lesson is held.
- ✧ After the prayer is finished, the student who has been assigned to take turns, tells his/her friends to stand up using English and lead singing “Good Morning”, “If You're Happy”, or other songs in English that have been learned.
- ✧ Students and teacher discuss the learning objectives and activity plan.

Core Activities:

- ✧ Teacher invites and asks learners to watch the prepared vocabulary video.
- ✧ Learners imitate the vocabulary in the video correctly repeatedly.
- ✧ Teacher writes the vocabulary in the video on the blackboard one by one.
- ✧ Teacher pronounces the English vocabulary aloud and the students imitate the pronunciation simultaneously.
- ✧ Teacher appoints students to say the vocabulary in the video to find out whether they have understood or not.
- ✧ Teacher gives exercises to the students to find out how much they understand the material that has been given.
- ✧ The teacher invites students to play games (guessing games) according to the material.

Closing Activity:

- ✧ Teacher asks students if they have any questions related to the material.
- ✧ Teacher sends the video link to the WhatsApp group for students to study at home
- ✧ Teacher asks students to note, pronounce, and remember the vocabulary in the video.
- ✧ Students are given exercises through a Google Form that will be sent in the WhatsApp group.

E. ASESMEN / PENILAIAN**Assesment Rubric**

The following is an assesment that can be use by teachers in assesing student in unit 6.

Questions Number	Answer Key	Score
1.		
...		
20		
Total		N

Description :

Correct answer score 10

Wrong answer score 0

Description:

Fluency:

4. Long delay in communication
5. Little delay in communication
6. Communicative without long delay

Completeness:

1. Difficulty communicating
2. Little difficulty in communicating
3. Communicates well

Pronunciation

4. Difficulty in pronouncing
5. Little difficulty in pronouncing
6. Correct pronunciation







F. ENRICHMENT ACTIVITIES

- ◆ Enrichment is given to expand students' knowledge of learning materials that can be given to students who have completed basic competencies (KD).
- ◆ Enrichment can be billed or not billed, according to agreement with students.
- ◆ Based on the results of the assessment analysis, students who have achieved learning completeness are given enrichment learning activities to expand or deepen the material.

APPENDIX**A. LEARNER AND TEACHER REFLECTION****C. Teacher Reflection:**




1. How did the students react to the learning in this unit?
2. What were the obstacles in learning this unit?
3. How do you achieve success in learning this unit?
4. What are the important points to note in solving learning problems in this unit?
5. One word or sentence that describes the learning achievement in this unit?


D. Student Reflection

I'm Happy			
1. Listen to the video shown in front of the class			
2. Recognize the vocabulary of body parts			
3. Write the names of body parts			
I can			



Appendix 0.7 Expert Judgement of Vocabulary Test

Expert Judge I: Kadek Sintya Dewi, S.Pd. M.Pd.				
No.	Items of Instrument	Relevant	Irrelevant	Note
1.	<p>Which body parts are shown in the picture ?</p>  <p>a. Mouth b. Nose c. Arm d. Ear</p>	✓		
2.	<p>What is the meaning of “telinga” in English?</p> <p>a. Mouth b. Nose c. Arm d. Ear</p>	✓		
3.	<p>Which body parts are shown in the picture ?</p>  <p>a. Head b. Toes c. Mouth d. A nose</p>	✓		
4.	<p>Which body parts are shown in the picture ?</p>  <p>a. Cheek b. Shoulder c. Eyes</p>	✓		

	d. Head			
5.	What is "Stomach" in Indonesian? a. Dada b. Tangan c. Perut d. Kepala	✓		
6.	What is "Foot" in Indonesian? a. Mulut b. Kaki c. Lutut d. Lengan	✓		
7.	Which body parts are shown in the picture ?  a. Head b. Hand c. Leg d. Hair	✓		
8.	E-N-O-S Can be read? a. Enos b. Nose c. Eson d. Neso	✓		
9.	Arrange the letters to form the correct word. Jumbled letters: A-H-R-I a. Riah b. Hair c. Hari d. Hiar	✓		
10.	Arrange the letters to form the correct word. Jumbled letters: E-E-S-Y a. Esey b. Eeys c. Eyes	✓		

	d. Yees			
11.	<p>Arrange the letters to form the correct word. Jumbled letters: S-T-M-O-H-C-A</p> <p>a. Stomach b. Somacth c. Stamocho d. Chomats</p>	✓		
12.	<p>Arrange the letters to form the correct word. Jumbled letters: O-F-O-T</p> <p>a. Ooft b. Ofot c. Tofo Foot</p>	✓		
13.	<p>Arrange the letters to form the correct word. Jumbled letters: H-E-A-D</p> <p>a. Deah b. Head c. Haed d. Hade</p>	✓		
14.	<p>Arrange the letters to form the correct word. Jumbled letters: A-H-D-N</p> <p>a. Hand b. Nadh c. Danh d. Ahdn</p>	✓		
15.	<p>Arrange the letters to form the correct word. Jumbled letters: S-H-U-O-E-L-D-R</p> <p>a. Shuolder b. Sheudor c. Sheoldur d. Shoulder</p>	✓		
16-20.	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <p>a. Hand b. Ear c. Foot d. Eyes e. Mouth</p> </div>	✓		

	<p>“We have several very important body parts, such as _____ (16) which is used for seeing, _____ (17) which is used for hearing, and _____ (18) which is used for speaking. In addition, we also have _____ (19) which is used for walking and _____ (20) which is used for holding objects.”</p>			
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Answer :

1. A 2. D 3. D 4. D 5. C 6. B 7. B 8. B 9. B 10. C 11. A 12. D
 13. B 14. A 15. D
 16. D 17. B 18. E 19. C 20. A

Singaraja, January, 24th 2025
 Expert Judge I




Kadek Sintya Dewi, S.Pd. M.Pd.
 NIP. 198803232015042004

Expert Judge II: Gede Mahendrayana, S.Pd., M.Pd.

No.	Items of Instrument	Relevant	Irrelevant	Note
1.	Which body parts are shown in the picture ?	✓		

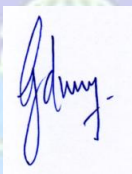
	 <p>a. Mouth b. Nose c. Arm e. Ear</p>			
2.	<p>What is the meaning of “telinga” in English?</p> <p>a. Mouth b. Nose c. Arm d. Ear</p>	✓		
3.	<p>Which body parts are shown in the picture ?</p>  <p>a. Head b. Toes c. Mouth d. A nose</p>	✓		
4.	<p>Which body parts are shown in the picture ?</p>  <p>a. Cheek b. Shoulder c. Eyes d. Head</p>	✓		
5.	<p>What is “Stomach” in Indonesian?</p> <p>a. Dada b. Tangan c. Perut d. Kepala</p>	✓		

6.	<p>What is "Foot" in Indonesian?</p> <p>a. Mulut b. Kaki c. Lutut d. Lengan</p>	✓		
7.	<p>Which body parts are shown in the picture ?</p>  <p>a. Head b. Hand c. Leg d. Hair</p>	✓		
8.	<p>Arrange the letters to form the correct word. Jumbled letters: E-N-O-S</p> <p>a. Enos b. Nose c. Eson d. Neso</p>	✓		
9.	<p>Arrange the letters to form the correct word. Jumbled letters: A-H-R-I</p> <p>a. Riah b. Hair c. Hari d. Hiar</p>	✓		
10.	<p>Arrange the letters to form the correct word. Jumbled letters: E-E-S-Y</p> <p>a. Esey b. Eeys c. Eyes Yees</p>	✓		
11.	<p>Arrange the letters to form the correct word. Jumbled letters: S-T-M-O-H-C-A</p>	✓		

	a. Stomach b. Somacth c. Stamoch d. Chomats			
12.	Arrange the letters to form the correct word. Jumbled letters: O-F-O-T a. Ooft b. Ofot c. Tofo d. Foot	✓		
13.	Arrange the letters to form the correct word. Jumbled letters: H-E-A-D a. Deah b. Head c. Haed d. Hade	✓		
14.	Arrange the letters to form the correct word. Jumbled letters: A-H-D-N a. Hand b. Nadh c. Danh d. Ahdn	✓		
15.	Arrange the letters to form the correct word. Jumbled letters: S-H-U-O-E-L-D-R a. Shuolder b. Sheudor c. Sheoldur d. Shoulder	✓		
16-20.	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> a.Hand b. Ear c. Foot d. Eyes e. Mouth </div> “We have several very important body parts, such as _____ (16) which is used for seeing, _____ (17) which is used for hearing, and _____ (18)	✓		

	which is used for speaking. In addition, we also have _____ (19) which is used for walking and _____ (20) which is used for holding objects.”			
<p style="text-align: center;">Answer :</p> <p style="text-align: center;">1. A 2. D 3. D 4. D 5. C 6. B 7. B 8. B 9. B 10. C 11. A 12. D 13. B 14. A 15. D 16. D 17. B 18. E 19. C 20. A</p>				

Singaraja, January, 24th 2025
Expert Judge II



Gede Mahendrayana, S.Pd. M.Pd.
NIP. 199007252015041002

Appendix 08. Expert Judgement of the Interview Guide

Expert Judgement of Interview Guide				
Expert Judge I: Kadek Sintya Dewi, S.Pd., M.Pd				
No.	Items of Instrument	Relevant	Irrelevant	Note
1.	<p>Can the implementation of learning using drilling techniques with vocabulary videos make the classroom atmosphere more effective and increase interest in learning?</p> <p><i>(Apakah penerapan pembelajaran menggunakan teknik drilling dengan video</i></p>	✓		

	<i>kosakata dapat membuat suasana kelas menjadi lebih efektif dan meningkatkan minat belajar?)</i>			
2.	Have you ever studied using vocabulary videos from YouTube in learning English? <i>(Apakah kamu pernah belajar menggunakan video kosakata dari YouTube dalam pembelajaran bahasa Inggris?)</i>	✓		
3.	Can learning using the grilling technique with vocabulary videos offline in class and online through WhatsApp groups increase your confidence in using English? <i>(Apakah dengan pembelajaran menggunakan teknik grilling dengan video kosakata secara luring di dalam kelas dan online melalui WhatsApp grup dapat meningkatkan rasa percaya dirimu dalam menggunakan bahasa Inggris?)</i>	✓		

Singaraja, January, 24th 2025
Expert Judge I



Kadek Sintya Dewi, S.Pd. M.Pd.
NIP. 198803232015042004

Expert Judgement of Interview Guide				
Expert Judge II: I Gede Mahendrayana, S.Pd., M.Pd				
No.	Items of Instrument	Relevant	Irrelevant	Note
4.	<p>Can the implementation of learning using drilling techniques with vocabulary videos make the classroom atmosphere more effective and increase interest in learning?</p> <p><i>(Apakah penerapan pembelajaran menggunakan teknik drilling dengan video kosakata dapat membuat suasana kelas menjadi lebih efektif dan meningkatkan minat belajar?)</i></p>	✓		
5.	<p>Have you ever studied using vocabulary videos from YouTube in learning English?</p> <p><i>(Apakah kamu pernah belajar menggunakan video kosakata dari YouTube dalam pembelajaran bahasa Inggris?)</i></p>	✓		
6.	<p>Can learning using the grilling technique with vocabulary videos offline in class and online through WhatsApp groups increase your confidence in using English?</p> <p><i>(Apakah dengan pembelajaran menggunakan teknik grilling dengan video kosakata secara luring di dalam kelas dan online melalui WhatsApp grup dapat meningkatkan rasa percaya)</i></p>	✓		

	<i>dirimu dalam menggunakan bahasa Inggris?)</i>			
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Singaraja, January, 24th 2025
Expert Judge II



Gede Mahendrayana, S.Pd. M.Pd.
NIP. 199007252015041002



Appendix 09. Vocabulary Test

Read the questions and choose an appropriate answer below! (Bacalah soal dengan teliti kemudian pilihlah jawaban yang paling tepat di bawah ini!)

1. Which body parts are shown in the picture ?



- a. Mouth
- b. Nose
- c. Arm
- d. Ear

2. What is the meaning of “telinga” in English?

- a. Mouth
- b. Nose
- c. Arm
- d. Ear

3. Which body parts are shown in the picture ?



- a. Head
- b. Toes
- c. Mouth
- d. A nose

4. Which body parts are shown in the picture ?



- a. Cheek
- b. Shoulder

- c. Eyes
- d. Head
- 5. What is "Stomach" in Indonesian?
 - a. Dada
 - b. Tangan
 - c. Perut
 - d. Kepala
- 6. What is "Foot" in Indonesian?
 - a. Mulut
 - b. Kaki
 - c. Lutut
 - d. Lengan
- 7. Which body parts are shown in the picture ?



- a. Head
- b. Hand
- c. Leg
- d. Hair
- 8. Arrange the letters to form the correct word. Jumbled letters:
E-N-O-S
 - a. Enos
 - b. Nose
 - c. Eson
 - d. Neso
- 9. Arrange the letters to form the correct word. Jumbled letters:
A-H-R-I
 - a. Riah
 - b. Hair
 - c. Hari
 - d. Hiar
- 10. Arrange the letters to form the correct word. Jumbled letters:
E-E-S-Y
 - a. Esey
 - b. Eeys
 - c. Eyes
 - d. Yees

11. Arrange the letters to form the correct word. Jumbled letters:

S-T-M-O-H-C-A

- a. Stomach
- b. Somacth
- c. Stamoch
- d. Chomats

12. Arrange the letters to form the correct word. Jumbled letters:

O-F-O-T

- a. Ooft
- b. Foto
- c. Tofo
- d. Foot

13. Arrange the letters to form the correct word. Jumbled letters:

H-E-A-D

- a. Deah
- b. Head
- c. Haed
- d. Hade

14. Arrange the letters to form the correct word. Jumbled letters:

A-H-D-N

- a. Hand
- b. Nadh
- c. Danh
- d. Ahdn

15. Arrange the letters to form the correct word. Jumbled letters:

S-H-U-O-E-L-D-R



- a. Shuolder
- b. Sheudor
- c. Sheoldur
- d. Shoulder

Complete the following sentence with these words:

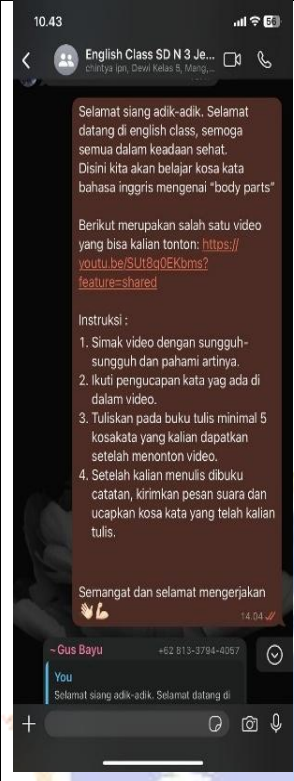

- a. Hand b. Ear c. Foot d. Eyes e. Mouth


“We have several very important body parts, such as _____ (16) which is used for seeing, _____ (17) which is used for hearing, and _____ (18) which is used for speaking. In addition, we also have _____ (19) which is used for walking and _____ (20) which is used for holding objects.”



Appendix 10. Documentation

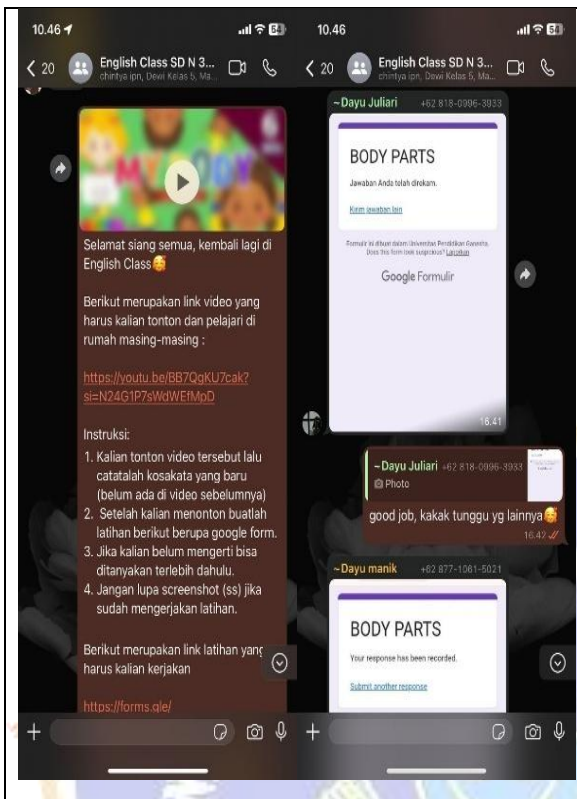
Pre-Test Tuesday, February 4th 2025	
Documentation	Activities
 	Students doing the Pre test


<p align="center">Cycle 1</p> <p align="center">Meet 1, Wednesday, February 5th 2025</p>	
Documentation	Activities
	Watching vocabulary video about body parts.
	Ask and answer about the vocabulary about body parts in the video.
	Write body parts vocabulary in English.

 <p>10.43</p> <p>English Class SD N 3 Je... chentya ipn, Dewi Kelas 3, Mang...</p> <p>Selamat siang adik-adik. Selamat datang di english class, semoga semua dalam keadaan sehat. Disini kita akan belajar kosa kata bahasa inggris mengenai "body parts"</p> <p>Berikut merupakan salah satu video yang bisa kalian tonton: https://youtu.be/SUI8q0Kkms?feature=shared</p> <p>Instruksi :</p> <ol style="list-style-type: none"> 1. Simak video dengan sungguh-sungguh dan pahami artinya. 2. Ikuti pengucapan kata yang ada di dalam video. 3. Tuliskan pada buku tulis minimal 5 kosakata yang kalian dapatkan setelah menonton video. 4. Setelah kalian menulis di buku catatan, kirimkan pesan suara dan ucapkan kosa kata yang telah kalian tulis. <p>Semangat dan selamat mengerjakan 🙌🙌</p> <p>~ Gus Bayu +62 813-3794-4067</p> <p>You Selamat siang adik-adik. Selamat datang di</p>	 <p>10.43</p> <p>English Class SD N 3 Je... chentya ipn, Dewi Kelas 3, Mang...</p> <p>~Dayu manik +62 877-1061-6021</p> <p>Ini tugasnya mis 🙏</p> <p>15.07</p> <p>~Dayu Juliani +62 818-2096-3983</p>	<p>Online drilling and giving assignment</p>
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Cycle 1	
Meet 2, Monday, February 10 th 2025	
Documentation	Activities
	<p>Watching vocabulary videos about body parts.</p>


 A teacher in a blue blazer is pointing to a whiteboard. A young boy in a white shirt and red shorts stands next to her, looking at the board. The whiteboard has some writing on it, including the word 'head'.	<p>Reading vocabulary in front of the class</p>
 A teacher in a blue blazer and a student in a white shirt and red skirt are standing in front of a large screen. The screen shows a cartoon character with a large head and the word 'head' in a red box. The teacher is pointing to the screen, and the student is also pointing to her head.	<p>Reading vocabulary about body parts while pointing out body parts.</p>
 A young boy in a white shirt and red shorts is sitting at a wooden desk, working on a worksheet. The worksheet has a diagram of a hand with labels for different parts. He is looking down at the worksheet and using a pink marker.	<p>Working on exercises about body parts.</p>




	<p>Online drilling and giving assignment.</p>
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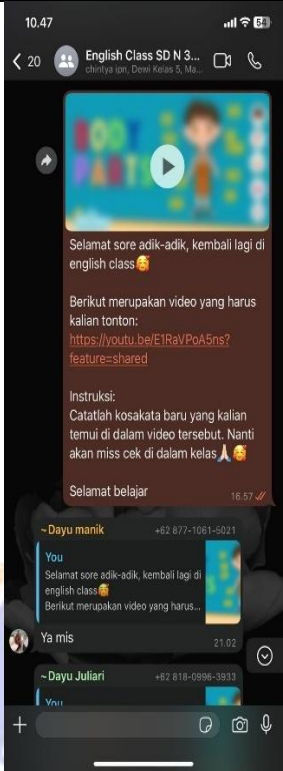
<p align="center">Cycle 1</p> <p align="center">Meet 3, Tuesday, February 11th 2025</p>	
Documentation	Activities
	<p>Watching vocabulary video about body parts.</p>

	<p>Writing vocabulary about body parts.</p>
	<p>Reading vocabulary about body parts.</p>
	<p>Online drilling and giving assignment.</p>

Post-Test 1 Wednesday, February 12th 2025	
Documentation	Activities
	<p>Students doing the post test 1</p>

Cycle 2 Meet 1, Monday, February 17th 2025	
Documentation	Activities
	<p>Watching vocabulary video about body parts.</p>

	<p>Sing and play guessing games about body parts.</p>
	<p>Writing vocabulary about body parts.</p>
	<p>Spelling letters to make them into vocabulary</p>

	<p>Online drilling and giving assignment.</p>
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Cycle 2

Meet 2, Tuesday, February 18th 2025

Documentation	Activities
	<p>Watching vocabulary video about body parts.</p>


	<p>Reading vocabulary about body parts.</p>
	
 <p>10.47</p> <p>< 20 English Class SD N 3... chanya Ipi, Dewi Kelas 5, Ma...</p> <p>Selamat siang adik-adik, kembali lagi di english class 🍌</p> <p>Berikut merupakan video yang harus kalian tonton: https://youtu.be/cm92rp7KYf0?si=ve-3uNU6RC3GPam5</p> <p>Instruksi: Catatlah kosakata baru yang kalian temui di dalam video tersebut. Nanti akan miss cek di dalam kelas 🙏</p> <p>Selamat belajar Edited 13.43 ✓</p> <p>~Diva +62 877-3520-6591</p> <p>You Selamat siang adik-adik, kembali lagi di english class 🍌 Berikut merupakan video yang harus...</p> <p>Iya miss 13.44</p> <p>~Dayu manik +62 877-1061-6021</p> <p>Ya mis 13.44</p>	<p>Online drilling and giving assignment.</p>

Cycle 2	
Meet 3, Wednesday, February 19th 2025	
	Watching vocabulary video about body parts.
	Reading vocabulary together about body parts.
	Vocabulary quiz about body parts



Online drilling and giving assignment.



Post-Test 2 Friday, February 21th 2025	
Documentation	Activities
	<p>Students doing the post test 2.</p>

Interview with Students	
Documentation	Activities
 	<p>Interview with student about their opinion trough the implementation</p>

Appendix 11. Researcher's Fieldnotes

No.	Meeting	Notes
1.	Pre-test	<p>To measure students' abilities related to the material studied, a pre-test was conducted before treatment. Of the 19 students who took the test, only 7 students scored above the minimum completeness criteria (KKM). So it can be concluded that most students do not understand the material well.</p> <p>The condition of the class when carrying out the free test looks a lot of students who are confused this is due to the many questions asked by students. The free test results become a guide or basis for designing effective and interesting learning strategies that aim to improve student understanding.</p>
2.	Meet 1 Cycle 1 (Class)	<p>In the first meeting, the researcher asked the students questions about their feelings on that day. The aim was to make the classroom situation less tense and scary. Based on the observation, most of the students felt happy and enthusiastic to join the learning on the first day.</p> <p>The researcher then started the learning by showing a video containing vocabulary related to body parts. Students seemed enthusiastic in watching the vocabulary video shown by the researcher. Next, the researcher continued with</p>

		drilling activities after watching the video. The drilling process is done to strengthen students' memory of the vocabulary learned. Furthermore, the researcher asked some questions about the vocabulary acquired by the students after the drilling process and watching the video. However, many students still used Indonesian and had difficulty answering in English.
3.	Meet 1 Cycle 1 (Online)	On the first day of the online meeting, the researcher started by sending a video link that contained instructions for the students to do. The video sent was about vocabulary relevant to the learning material, namely body parts. The purpose of the assignment was to train students' ability to learn independently and encourage students to be more active in learning new vocabulary.
4.	Meet 2 Cycle 1 (Class)	In the second meeting, as usual, the researcher asked about the students' feelings first. Then the researcher invited students to sing so that the class atmosphere became lively and comfortable. After ice breaking, the core activity continued, namely the researcher showing a vocabulary video. This video aims to increase and expand students' vocabulary and improve students' memory of new vocabulary. To train students, researchers provide opportunities for students who want to come forward to the front of the class to read vocabulary on the screen and show according to student body parts. In this

		<p>activity, many students were enthusiastic in participating in learning. The results show that students quickly grasp the vocabulary given on that day.</p> <p>However, there are still students who are afraid and have difficulty in understanding the vocabulary. So that researchers still need to do further reinforcement to students so that all students are active in participating in learning and understanding and mastering vocabulary well.</p>
5.	Meet 2 Cycle 1 (Online)	<p>In drilling activities, researchers send video links and instructions to students. In this second meeting, the researcher also sent a Google form link containing questions about vocabulary. This aims to strengthen students' memory of the vocabulary that has been given in class and studied again at home. The results show that most students have answered correctly but there are still some students who are wrong but almost close to the correct answer.</p>
6.	Meet 3 Cycle 1 (Class)	<p>In the third meeting, as usual, the researcher greeted the students first and then asked how the students felt on that day. Followed by the core activities, the researcher showed a vocabulary video which aimed to add new vocabulary to students. Furthermore, giving the opportunity to students to write down the vocabulary obtained after watching the video. This aims to assess</p>

		<p>students whether they are serious in watching the video or not.</p> <p>Furthermore, the researcher asked students to come forward and read the new vocabulary about body parts. The results of the activity showed that many students wanted to come forward to the front of the class to write down the vocabulary obtained in the video and read the vocabulary given by the researcher. However, some students were still hesitant or not confident in reading vocabulary and writing vocabulary in front of the class. In this activity, the researcher provided guidance to students who were still lacking confidence in reading the vocabulary.</p>
7.	Meet 3 Cycle 1 (Online)	<p>In the online activity, as usual, the researcher sent a video link and gave instructions. The researcher provided a video link to watch and record the new vocabulary obtained after that the researcher asked students to record the vocabulary correctly and send voice notes according to the vocabulary obtained. The results show that students have done the task well but there are still many students who are wrong in pronouncing the vocabulary obtained. This indicates that the researcher should guide the students who are still hesitant in pronouncing the vocabulary better.</p>
8.	Post-test 1	<p>At the post-test stage of cycle 1, researchers</p>

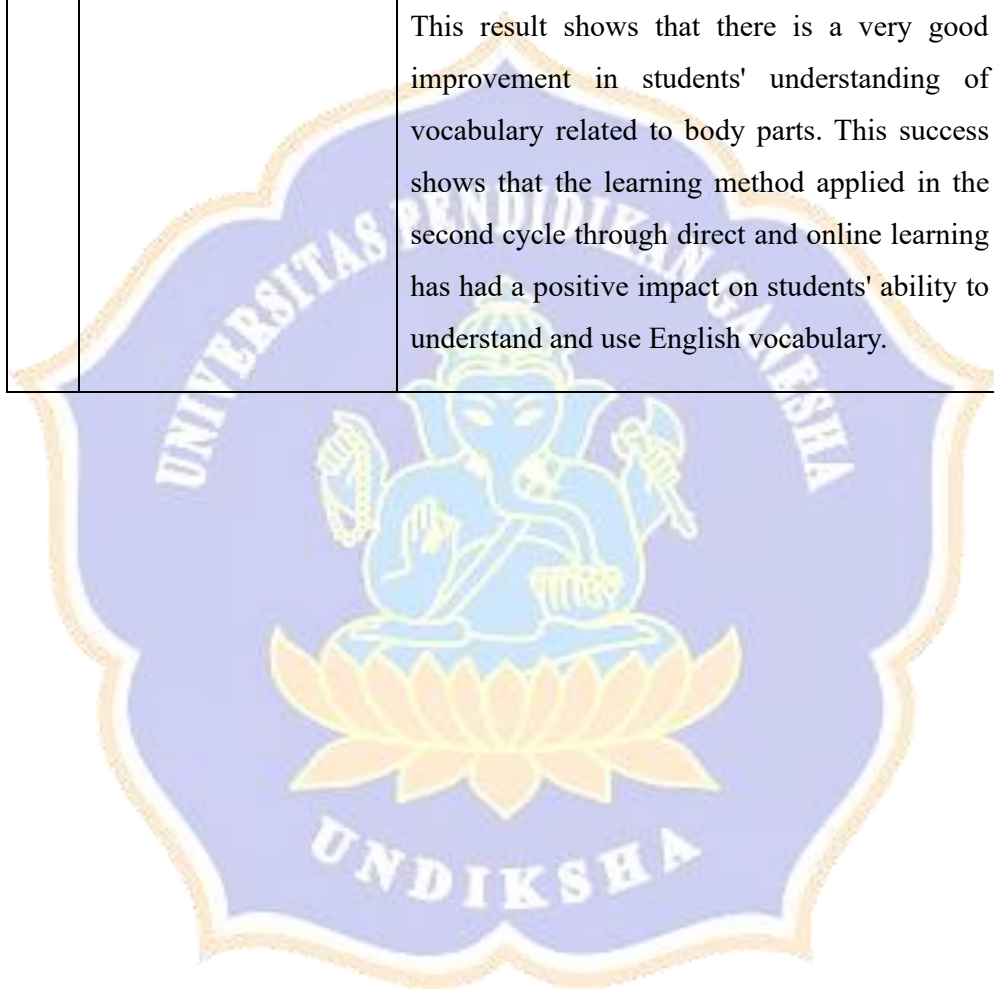
		<p>gave the same questions as the questions used in the pre-test.</p> <p>The aim is to measure the extent of the increase in student understanding after participating in learning activities. The post-test results show that there is an increase in student scores above the minimum completeness criteria (KKM). Of the 19 students, 15 students (79%) scored above the KKM. Nevertheless, some students still look difficult in doing the questions which shows that their understanding of the material is still lacking. Although there is progress, there is still a need for learning strategies that can help students who have not reached the KKM and understand the material.</p>
9.	Meet 1 Cycle 2 (Class)	<p>In the first meeting of the second cycle, the activity began with the opening, namely praying and asking about students' feelings on that day. The goal is to make the class atmosphere more cheerful and not tense.</p> <p>Next, the researcher asked again about the vocabulary that had been learned. Most students still remember the vocabulary they learned before. Furthermore, in the core activities, the researcher showed a video with more vocabulary than before. The purpose of showing this video is to expand students' understanding of vocabulary related to body parts.</p> <p>After watching the video, the researcher invited</p>

		<p>students to sing while playing games about body parts. The results show that most students have started to be confident in answering questions in the game. After that, the researcher also asked students to come forward to the front of the class to write down the vocabulary they got after watching the video. In the second cycle on the first day, there were already positive changes in vocabulary mastery and students' confidence to use English, but there was still a need for more extensive guidance.</p>
10.	Meet 1 Cycle 2 (Online)	<p>At the first meeting of the second cycle which was conducted online, the researcher again sent a video link in the WhatsApp group. The video sent contained vocabulary about body parts which aimed to strengthen students' understanding of the material. Furthermore, the researcher gave instructions by telling students to record new vocabulary encountered in the video. This is so that students remember the vocabulary they have watched in the video and will remember again when learning in class.</p>
11.	Meet 2 Cycle 2 (Class)	<p>At the second meeting of the second cycle, the researcher as usual started the class with opening greetings, prayers and ice breaking. Then the activity progressed to the core activity, namely the researcher again showed a video that was different from before. This activity aims to increase students' new vocabulary. Furthermore, drill activities are carried out as usual, the researcher pronounces the vocabulary first and</p>

		<p>the students all imitate.</p> <p>Furthermore, students were asked to come to the front of the class and read the vocabulary shown on the screen. This activity aims to find out whether each student has indeed been correct in pronouncing the vocabulary. The results show that most students have begun to dare to pronounce the vocabulary correctly. However, there are still some students who really need to be given more guidance.</p>
12.	Meet 2 Cycle 2 (Online)	<p>In the second meeting of the second cycle, which was carried out online, carefully shared the video link in the WhatsApp group. Students were asked to watch the video independently at home to recall the vocabulary material that had been taught in class. After watching the video, students were asked to always record the new vocabulary they found. As a result, each student has shown that they really watched the video through the tasks given by the researcher.</p>
13.	Meet 3 Cycle 2 (Class)	<p>In the third meeting of cycle two, the researcher started the activity by giving an opening greeting and asking about the feeling of the day. Next, the researcher asked the students about the vocabulary they had learned at home. The results showed that most students were brave enough to answer the questions given by the researcher. Continued in the core activity, the researcher showed the vocabulary video about body parts</p>

		<p>again.</p> <p>Furthermore, drill activities are carried out by carefully pronouncing the vocabulary on the screen and students imitate together. Furthermore, the researcher gave a quiz to students about body parts. Students were asked to come to the front of the class and answer the quiz given. In this activity the results showed that all students were correct in answering the quiz. However, in the pronunciation of the vocabulary answered there are some students who are still hesitant or lack confidence but they have dared to try so the researcher appreciates the students' efforts.</p>
14.	Meet 3 Cycle 2 (Online)	<p>In the third meeting of the second cycle, the online drilling activity was carried out again with the researcher sending a link to the vocabulary video and then asking students to record vocabulary that was new or not in the previous video. After that, the researcher asked students to pronounce the vocabulary that had been recorded by sending voice notes. The result shows that all students have collected the task well.</p>
15.	Post-test 2	<p>In the second cycle post-test activities, researchers gave the same questions as the previous process but some questions were randomized in number rather than the previous process. This aims to test student understanding.</p>

	<p>In carrying out this process students already look more confident than before. The results showed progress in which all student results obtained above the minimum completeness criteria or KKM.</p> <p>This result shows that there is a very good improvement in students' understanding of vocabulary related to body parts. This success shows that the learning method applied in the second cycle through direct and online learning has had a positive impact on students' ability to understand and use English vocabulary.</p>
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Appendix 12. Pre-test, Post-test 1, Post-test 2 Result

Pre-Test			Post-Test 1		
No.	Student	Score	No.	Student	Score
1	S1	40	1	S1	80
2	S2	40	2	S2	80
3	S3	65	3	S3	100
4	S4	75	4	S4	65
5	S5	45	5	S5	60
6	S6	40	6	S6	75
7	S7	75	7	S7	90
8	S8	75	8	S8	80
9	S9	60	9	S9	70
10	S10	80	10	S10	75
11	S11	60	11	S11	80
12	S12	45	12	S12	60
13	S13	85	13	S13	90
14	S14	80	14	S14	95
15	S15	60	15	S15	75
16	S16	70	16	S16	95
17	S17	45	17	S17	85
18	S18	60	18	S18	55
19	S19	35	19	S19	70
MEAN		59,73	MEAN		77,89
MEDIAN		60	MEDIAN		80
MODE		60	MODE		80

Post-Test 2

No.	Student	Score
1	S1	80
2	S2	80
3	S3	100
4	S4	100
5	S5	75
6	S6	80
7	S7	100
8	S8	85
9	S9	75
10	S10	100
11	S11	85
12	S12	95
13	S13	95
14	S14	100
15	S15	95
16	S16	95
17	S17	85
18	S18	90
19	S19	100
MEAN		90,26
MEDIAN		95
MODE		100

Appendix 13. Pre-test, Post-test 1, Poast-test 2 item score

Pre-Test Item Score

N O	STUD ENTS	ITEMS																				JUM LAH	SC OR E
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	S1	1	0	1	0	1	1	0	1	0	0	1	0	1	1	0	0	0	0	0	0	8	40
2	S2	1	1	1	1	1	0	0	1	1	0	0	0	0	1	0	0	0	0	0	0	8	40
3	S3	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	0	0	0	0	1	13	65
4	S4	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	0	1	0	1	15	75
5	S5	1	1	1	1	1	0	0	1	0	0	0	1	1	1	0	0	0	0	0	0	9	45
6	S6	1	1	0	1	1	0	0	0	1	0	0	1	1	0	0	0	0	0	0	1	8	40
7	S7	1	0	0	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	15	75
8	S8	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	0	0	15	75
9	S9	1	0	1	1	1	1	1	1	0	1	1	0	0	0	0	1	1	1	0	0	12	60
10	S10	1	1	1	1	1	1	1	1	0	1	0	0	1	1	0	1	1	1	1	1	16	80
11	S11	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	0	0	0	0	0	12	60
12	S12	1	1	1	1	1	1	1	0	0	0	1	0	1	0	0	0	0	0	0	0	9	45
13	S13	1	0	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	17	85
14	S14	1	1	1	1	1	1	0	1	1	0	1	0	1	1	0	1	1	1	1	1	16	80
15	S15	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	0	0	0	0	0	12	60
16	S16	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	0	0	0	14	70
17	S17	1	0	1	1	0	0	1	1	0	0	1	1	1	0	0	1	0	0	0	0	9	45
18	S18	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	0	0	0	0	0	12	60
19	S19	1	0	1	0	0	1	0	1	0	0	1	0	1	0	1	0	0	0	0	0	7	35

Post-Test 1 Item Score

N O	STUD ENTS	ITEMS																				JUM LAH	SC OR E
		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	1	1	1	1	1	1	0	0	1	0	1	0	1	1	1	1	1	16	80
2	S2	1	1	1	0	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	16	80
3	S3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	100
4	S4	1	1	1	0	1	1	0	0	1	0	0	0	1	1	0	1	1	1	1	1	13	65
5	S5	1	1	1	1	0	1	1	0	0	0	0	0	0	1	0	1	1	1	1	1	12	60
6	S6	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	15	75
7	S7	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	18	90
8	S8	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	1	0	16	80
9	S9	1	1	1	1	1	1	1	0	0	0	0	1	0	1	0	1	1	1	1	1	14	70
10	S10	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	0	0	1	1	1	15	75

Post-Test 2 Item Score

[illegible]

RIWAYAT HIDUP



Ni Putu Eka Mei Cahyani lahir di Bangli pada tanggal 13 Mei 2003 sebagai anak pertama dari pasangan suami istri I Nyoman Bawa dan Ni Nyoman Ourniasih. Penulis adalah Warga Negara Indonesia asli dan beragama Hindu. Saat ini penulis beralamat di Desa Penglipuran, Kubu Bangli Bali . Adapun riwayat

Pendidikan penulis dapat dijabarkan sebagai berikut. Penulis menyelesaikan Pendidikan Sekolah Dasar di SD Negeri 4 Kubu dan lulus pada tahun 2015. Setelahnya, penulis melanjutkan Pendidikan ke bangku Sekolah Menengah Pertama di SMP Negeri 2 Bangli dan lulus pada tahun 2018. Kemudian melanjutkan Pendidikan ke bangku Sekolah Menengah Kejuruan di SMA Negeri 1 Bangli dengan mengambil jurusan bahasa dan lulus pada tahun 2021. Setelahnya, penulis melanjutkan Pendidikan ke Perguruan Tinggi Negeri di Universitas Pendidikan Ganesha dengan mengambil program studi S1 Pendidikan Bahasa Inggris. Pada akhir tahun 2025 tepatnya di bulan Juni penulis menyelesaikan tugas akhir program sarjana dengan judul **“THE USE OF DRILLING TECHNIQUES INTEGRATED WITH TECHNOLOGY TO IMPROVE STUDENTS’ VOCABULARY MASTERY AT SD NEGERI 3 JEHEM”**.