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 : 2843/UN48.7.1/DT/2024   26 Juli 2024

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SD N 2 Kawan

    di Bangli

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

Nama	: Ni Luh Merdani	
NIM	: 2112021048	
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.

a.n. Dekan,
Wakil Dekan I,

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

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

Appendix 02. Research Permission Letter

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
Telepon (0362) 21541 Fax. (0362) 27561
Laman: fbs.undiksha.ac.id

Nomor : 2846/UN48.7.1/DT/2024   26 Juli 2024

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SD N 2 Kawan

     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 Luh Merdani	
NIM	: 2112021048	
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 2 Kawan.	

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. The Result of Interview in Preliminary Research

No	Question	Result
1.	Bagaimana pendapat anda terkait penguasaan kosakata pada murid SD Negeri 2 Kawan selama anda mengajar Bahasa Inggris, apakah sudah di atas standar KKTM?	Selama saya mengajar terdapat beberapa siswa yang nilainya sudah memenuhi standar KKTM, tetapi terdapat juga beberapa siswa yang nilainya masih rendah di bawah standar KKTM.
2.	Fasilitas apa saja yang ada di SD Negeri 2 Kawan seperti proyektor, LCD, internet ada?	Untuk fasilitas semua ada di SD Negeri 2 Kawan, tetapi ada beberapa fasilitas yang kurang dimanfaatkan untuk proses pembelajaran.
3.	Selama mengajar Bahasa Inggris, Apakah media yang paling sering digunakan untuk menunjang pembelajaran, khususnya pada pembelajaran kosakata? Apakah pernah memanfaatkan fasilitas sekolah seperti LCD dan proyetor untuk menayangkan video?	Biasanya saya meminta siswa belajar menggunakan chromebook untuk mencari video pembelajaran di youtube, namun saya lebih aktif mengajar siswa dengan menggunakan buku paket My Next Word.
4.	Kurikulum apa yang digunakan oleh SD Negeri 2 Kawan, khususnya pada kelas 4?	Untuk sekarang kelas 4 sudah menggunakan kurikulum merdeka.
5.	Setelah saya melihat daftar nilai, masih sangat banyak siswa yang nilainya dibawah rata-rata dari yang ditentukan. Apakah alasannya ?	Saya amati banyak siswa yang cenderung bosan ketika diberikan penjelasan sehingga materi yang diberikan tidak mudah untuk dipahami, dan terkadang siswa banyak yang mengantuk.
6.	Apakah siswa SD Negeri 2 Kawan khususnya kelas 4 sudah memiliki grup whatsapp?	Ya, sudah ada
7.	Apakah teknik online drilling pernah dilakukan?	Belum pernah dilakukan

Appendix 04. Blue Print

Materi	Level Kognitif	Aspek Vocabulary Knowledge	Indicator Soal	Jumlah Soal	No Soal	Bentuk Soal
Daily Activities	C1 (Remembering)	Word Class	Siswa dapat Mengidentifikasi kata berdasarkan kelasnya (noun, verb).	5	1-5	PG
Daily Activities	C2 (Understanding)	Word Recognition	Siswa dapat Mencocokkan kata dengan gambar atau mengenali arti kata dari pilihan yang diberikan.	5	6-10	PG
Daily Activities	C1 (Remembering)	Spelling	Siswa dapat Melengkapi kata yang hurufnya hilang, memilih ejaan yang benar, atau menyusun huruf.	5	11-15	PG
Daily Activities	C2 (Understanding)	Recall of Meaning	Siswa dapat Memahami makna kata dalam konteks sederhana atau dari definisi langsung	5	16-20	PG

Appendix 05. Teaching Module

INDEPENDENT CURRICULUM TEACHING MODULE 2025
(PROTOTYPE)
ENGLISH ELEMENTARY GRADE 4

GENERAL INFORMATION		
A. MODULE IDENTITY		
Compiler	:	**Ni Luh Merdani**
Agency	:	**SD N 2 Kawan**
Year of Preparation	:	**Year 2025**
School Level	:	**ELEMENTARY**
Subject	:	**English**
Phase/Grade	:	**B / 4**
Semester	:	**I (Odd)**
Unit/Theme	:	**9. I Go to School After Having Breakfast**
Time Allocation:	:	**6 Weeks (2 X 35 Minutes)**

B. INITIAL COMPETENCE

- ❖ Students can recognize and mention daily activities.

- ❖ Students already know some basic words in English (for example: eat, go, school).

C. STUDENT PROFILE PANCASILA

- ❖ Courteous

- ❖ Independent

- ❖ Creative

D. FACILITIES AND INFRASTRUCTURE

- ❖ Learning Resources: (Ministry of Education, Culture, Research and Technology of the Republic of Indonesia, 2021 My Next Words Grade 4 Student's Book For Elementary School, Author: EYLC Team and the Internet), Student worksheets

- ❖ Learning Tools: Laptop, audio aids (speakers), projector, blackboard, and writing utensils, such as markers or chalk.

E. LEARNER TARGETS

- ❖ Regular/typical learners: general, no difficulty in digesting and understanding teaching materials.

- ❖ High-achieving learners: digest and understand quickly, are able to achieve higher order thinking skills (HOTS), and have leadership skills.

F. NUMBER OF LEARNERS

- ❖ 25 participants

G. LEARNING MODEL

❖ Face-to-Face Learning

CORE COMPONENTS

A. LEARNING ACTIVITY OBJECTIVES

Learning Outcomes:
Reading - Viewing
Students can understand words that are often used in everyday life, especially words related to daily activities with the help of pictures or illustrations.
Students are able to read and answer a question according to the context that has been given.

Writing
Students record vocabulary that has been obtained through pictures that have been displayed by the teacher as a tool in the teaching process so that students can produce a simple text with a collection of vocabulary that has been recorded.

Listening-Talking
Students are able to respond by using the vocabulary they have acquired to answer questions from the teacher during the learning process.

Learning Objectives:
- Students are able to identify vocabulary related to daily activities (eg breakfast, school, bus).

- Students are able to construct simple sentences about daily routines using the correct structure.

- Students are able to respond to questions about daily activities.

B. MEANINGFUL COMPREHENSION
    ❖ What do you eat for breakfast?
I eat rice for breakfast.
    ❖ How do you go to school? (walking, cycling, or taking the bus).
I go to school by bike.

C. SPARKING QUESTIONS
    ❖ What do you eat for breakfast every day?

    ❖ How do you go to school by bike?

    ❖ Why is breakfast important before going to school?

D. LEARNING ACTIVITIES
Preliminary Activities
1. Students and the author greet each other in English, then orderly prepare themselves for the lesson.

2. Students who get a turn to lead the prayer to start the learning process.

3. Students answer questions from the teacher about their feelings and health conditions that day while the teacher takes attendance.

4. The teacher opens the lesson by asking questions related to the material "I Go To School After Having Breakfast", such as the following:

   - Have you eaten before going to school?
   - Do you go to school on foot or by bicycle?

Core Activity
Look and Say

1. The teacher asks students to listen to and observe the pictures in the vocabulary video given by the teacher.

2. After watching the video, the teacher asks students to follow and immediately pronounce the vocabulary about daily activities in the video that was shown previously. (go, school, breakfast, bus, have, eat, etc.)

   Example of teacher sentences in giving instructions:
   Teacher: "Hi students, now we will mention the routines that we usually do every day. (Breakfast, go to school, take a bath, brushing teeth, etc.)

3. Students can repeat the words spoken by the teacher before.

4. The teacher stops the vocabulary video containing illustrations and invites students to repeat the pronunciation.

5. The teacher provides good and correct examples in pronouncing the vocabulary given.

6. Students can pronounce the vocabulary they have learned through the video shown by the teacher.

7. There are several students who are randomly appointed by the teacher to answer questions.

   Example of teacher sentences: "what picture?, who can answer?"
   Student: "having breakfast"

8. The teacher asks students to match the picture (for example, school or bus) with the right words.

9. The teacher asks students to work in pairs to ask and answer questions about their daily routines.

   Example:
   A: "What do you do after breakfast?"
   B: "I go to school."

10. The teacher asks students to write 3 sentences about their daily routines using new vocabulary.

Closing Activity
My New Word

1. Review the day's material by asking students to remember the vocabulary. Provide positive feedback on student participation.

2. In this activity, students are asked to repeat words related to daily activities properly and correctly.

   Example Sentence: "let's say those words together"
3. The student who gets a turn to lead the prayer closes the lesson.
4. Students say hello and thank you, then together with the teacher say goodbye.

E. REFLECTIONS

Author's Reflection
1. How did the learners 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?

Learner Reflection:
Students can recall vocabulary related to daily activities that have been learned.

Answer key
Conditional

F. ASSESSMENT

Reading assessment details include:
1. Indicator: Post-Test Result

Question type : Objective Question
There are 20 questions that will be assessed

Appendix 06. Expert Judgement of Vocabulary Test

No.	Items of Instrument	Relevant	Irrelevant	Note
**Expert Judge I : Kadek Sintya Dewi, S.Pd., M.Pd.**			
1.	What is the verb in this sentence? *I go to school by bus.* a. Go b. School c. Bus d. I	✓		
2.	Identify the noun in this sentence: *She eats breakfast every morning.* a. Eats b. Breakfast c. Every d. Morning	✓		
3.	Which word is a verb? a. School b. Walk c. Teacher d. Breakfast	✓		
4.	Choose the correct noun: a. Run b. Book c. Play d. Eat	✓		
5.	In the sentence *I have breakfast at 7 a.m.*, what is the verb? a. Breakfast b. Have c. I d. At	✓		
6.	Match the word "Study" to the correct picture:	✓		

	a. b. c. d.			
7.	Match the word "Cook" to the correct picture: a. b. c.	✓		

	d.			
8.	Choose the correct word for this picture! a. Car b. Bus c. Train d. Bike	✓		
9.	What does this word mean: *Breakfast*? a. Morning food b. A place to study c. A type of transport d. A teacher's name	✓		
10.	What is this activity called? a. Reading b. Running c. Playing d. Eating	✓		

11.	Arrange the letters to form the correct word. Look at the picture below: Jumbled Letters : P-Y-L-A a. P-L-A-Y-E-R b. P-A-L-A-Y c. P-L-A-Y d. P-A-A-I	✓		
12.	Look at the picture below and choose the correct spelling: a. B-R-U-S-H b. B-R-A-S-H c. B-R-E-I-S-H d. B-R-A-O-S-H	✓		
13.	Which word is spelled correctly? a. L-U-N-S-H b. L-U-N-C-H c. L-A-N-C-H d. L-E-N-C-H	✓		
14.	Rearrange the letters to form a Verb: *W-R-O-K* a. W-R-O-K b. K-W-O-R c. W-O-R-K d. K-R-O-W	✓		

15.	Arrange the letters to form the correct word. Look at the picture below: Jumbled Letters : S-L-P-E-E a. S-L-O-O-P b. S-L-E-E-P c. S-L-A-M-P d. S-L-I-M-P	✓		
16.	Fill in the blank with the correct word. Look at the picture below: "I go to _____ every morning to learn new things." a. school b. bus c. breakfast d. teacher	✓		
17.	Fill in the blank with the correct word. Look at the picture below: " I go to school with my father on a _____" a. bus b. car c. motorbike d. bicycle	✓		

18.	Fill in the blank with the correct word. Look at the picture below: "I always have a___ at 18.00 with my family" a. lunch b. breakfast c. Dinner d. Fun	✓		
19.	Fill in the blank with the correct word. Look at the picture below: "Every day, I ___ around the school field with my friends" a. go b. eat c. play d. run	✓		
20.	Fill in the blank with the correct word. Look at the picture below:	✓		

	"The _____ helps students learn many new things." a. teacher b. school c. bus d. lunch			

Answers

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

Singaraja, 9 Maret 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.	What is the verb in this sentence? *I go to school by bus.* a. Go b. School c. Bus d. I	✓		
2.	Identify the noun in this sentence: *She eats breakfast every morning.* a. Eats b. Breakfast c. Every d. Morning	✓		
3.	Which word is a verb? a. School b. Walk c. Teacher d. Breakfast	✓		
4.	Choose the correct noun: a. Run	✓		

		✓		
	b. Book c. Play d. Eat			
5.	In the sentence *I have breakfast at 7 a.m.*, what is the verb? a. Breakfast b. Have c. I d. At	✓		
6.	Match the word "Study" to the correct picture: a. b. c. d.	✓		
7.	Match the word "Cook" to the correct picture: a.	✓		

	b. c. d.			
8.	Choose the correct word for this picture! a. Car b. Bus c. Train d. Bike	✓		
9.	What does this word mean: *Breakfast*? a. Morning food b. A place to study c. A type of transport d. A teacher's name	✓		
10.	What is this activity called?	✓		

	 a. Reading b. Running c. Playing d. Eating			
11.	Arrange the letters to form the correct word. Look at the picture below: Jumbled Letters : P-Y-L-A a. P-L-A-Y-E-R b. P-A-L-A-Y c. P-L-A-Y d. P-A-A-I	✓		
12.	Look at the picture below and choose the correct spelling: a. B-R-U-S-H b. B-R-A-S-H c. B-R-E-I-S-H d. B-R-A-O-S-H	✓		
13.	Which word is spelled correctly? a. L-U-N-S-H	✓		

	b. L-U-N-C-H c. L-A-N-C-H d. L-E-N-C-H			
14.	Rearrange the letters to form a Verb: *W-R-O-K* a. W-R-O-K b. K-W-O-R c. W-O-R-K d. K-R-O-W	✓		
15.	Arrange the letters to form the correct word. Look at the picture below: Jumbled Letters : S-L-P-E-E a. S-L-O-O-P b. S-L-E-E-P c. S-L-A-M-P d. S-L-I-M-P	✓		
16.	Fill in the blank with the correct word. Look at the picture below: "I go to _____ every morning to learn new things." a. school b. bus c. breakfast d. teacher	✓		
17.	Fill in the blank with the correct word. Look at the picture below:	✓		

	" I go to school with my father on a _____"
	
	  a. bus
	  b. car
	  c. motorbike
	  d. bicycle			

18.	Fill in the blank with the correct word. Look at the picture below:
	
	  "I always have a____ at 18.00 with my family"
	  a. lunch
	  b. breakfast
	  c. Dinner
	  d. Fun
		✓		

19.	Fill in the blank with the correct word. Look at the picture below:
	
	  "Every day, I ____ around the school field with my friends"
	  a. go
	  b. eat
	  c. play
		✓		

	d. run			
20.	Fill in the blank with the correct word. Look at the picture below: "The _____ helps students learn many new things." a. teacher b. school c. bus d. lunch	✓		

Answers

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

Singaraja, 9 Maret 2025
Expert Judge II

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

Appendix 07. Expert Judgement of the Interview Guide

No.	Items of Instrument	Relevant	Irrelevant	Note
	Expert Judgement of Interview Guide **Expert Judge I : Kadek Sintya Dewi, S.Pd., M.Pd**			
1.	Does the learning process by implementing the use of drilling techniques with vocabulary videos build an interactive, active, and fun atmosphere in the classroom? (Apakah proses pembelajaran dengan menerapkan penggunaan teknik drilling dengan video kosakata dapat membangun suasana yang interaktif, aktif, dan menyenangkan di dalam kelas?)	✓		
2.	Does learning by using drilling techniques integrated with technology through vocabulary videos increase students' motivation to learn? (Apakah setelah melakukan pembelajaran dengan menggunakan teknik drilling yang diintegrasikan dengan teknologi melalui video kosakata dapat meningkatkan motivasi siswa dalam belajar?)	✓		
3.	Have you ever learned English vocabulary using vocabulary videos on YouTube? (Apakah kamu pernah belajar kosakata bahasa	✓		

		✓		
	inggris dengan menggunakan vocabulary video melalui YouTube?)			
4.	What did you learn after watching the vocabulary video that was shown in class and also shared in the WhatsApp group? (Apa saja yang dapat kamu pelajari setelah menonton video kosakata yang sudah ditayangkan di kelas dan juga dibagikan pada WhatsApp group?)	✓		
5.	Does the implementation of online learning using drilling technique through vocabulary videos improve your confidence in speaking English? (Apakah pelaksanaan pembelajaran secara daring ataupun online dengan menggunakan Teknik drilling melalui video kosakata dapat meningkatkan rasa percaya dirimu dalam berbahasa inggris?)	✓		

Singaraja, 9 Maret 2025
Expert Judge I

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

No.	Items of Instrument	Relevant	Irrelevant	Note
	Expert Judgement of Interview Guide **Expert Judge II : Gede Mahendrayana, S.Pd., M.Pd**			
1.	Does the learning process by implementing the use of drilling techniques with vocabulary videos build an interactive, active, and fun atmosphere in the classroom? (Apakah proses pembelajaran dengan menerapkan penggunaan teknik drilling dengan video kosakata dapat membangun suasana yang interaktif, aktif, dan menyenangkan di dalam kelas?)	✓		
2.	Does learning by using drilling techniques integrated with technology through vocabulary videos increase students' motivation to learn? (Apakah setelah melakukan pembelajaran dengan menggunakan teknik drilling yang diintegrasikan dengan teknologi melalui video kosakata dapat meningkatkan motivasi siswa dalam belajar?)	✓		
3.	Have you ever learned English vocabulary using vocabulary videos on YouTube? (Apakah kamu pernah belajar kosakata bahasa inggris dengan menggunakan vocabulary video melalui YouTube?)	✓		
4.	What did you learn after watching the vocabulary video that was shown in class and also shared in the WhatsApp group? (Apa saja yang dapat kamu pelajari setelah menonton video kosakata yang sudah	✓		

		✓		
	ditayangkan di kelas dan juga dibagikan pada WhatsApp group?)			
5.	Does the implementation of online learning using drilling technique through vocabulary videos improve your confidence in speaking English? (Apakah pelaksanaan pembelajaran secara daring ataupun online dengan menggunakan Teknik drilling melalui video kosakata dapat meningkatkan rasa percaya dirimu dalam berbahasa inggris?)	✓		

Singaraja, 9 Maret 2025
Expert Judge II

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

Appendix 08. Vocabulary Test Multiple-choice Questions

Vocabulary Test

1.	What is the verb in this sentence? *I go to school by bus.*
	
	  a. Go
	  b. School
	  c. Bus
	  d. I

2.	Identify the noun in this sentence: *She eats breakfast early.*
	
	  a. Eats
	  b. Breakfast
	  c. She
	  d. Early

3.	Which word is a verb?
	
	  a. School
	  b. Walk
	  c. Teacher
	  d. Breakfast

4.	Choose the correct noun:
	
	  a. Run
	  b. Book
	  c. Play
	  d. Eat

5.	In the sentence *I have breakfast at 7 a.m.*, what is the verb?
	
	  a. Breakfast
	  b. Have
	  c. I
	  d. At

6.	Match the word "Study" to the correct picture:

	a.
	b.
	c.
	d.
7.	Match the word "Cook" to the correct picture: a. b. c. d.

8.	Choose the correct word for this picture! a. Car b. Bus c. Train d. Bike
9.	What does this word mean: *Breakfast*? a. Morning food b. A place to study c. A type of transport d. A teacher's name
10.	What is this activity called? a. Reading b. Running c. Playing d. Eating
11.	Arrange the letters to form the correct word. Look at the picture below:

Jumbled Letters : P-Y-L-A

  a. P-L-A-Y-E-R
  b. P-A-L-A-Y
  c. P-L-A-Y
  d. P-A-A-I

12.	Look at the picture below and choose the correct spelling:

  a. B-R-U-S-H
  b. B-R-A-S-H
  c. B-R-E-I-S-H
  d. B-R-A-O-S-H

13.	Which word is spelled correctly?

  a. L-U-N-S-H
  b. L-U-N-C-H
  c. L-A-N-C-H
  d. L-E-N-C-H

14.	Rearrange the letters to form a Verb:

W-R-O-K

  a. W-R-O-K
  b. K-W-O-R
  c. W-O-R-K
  d. K-R-O-W

15.	Arrange the letters to form the correct word. Look at the picture below:
	Jumbled Letters : S-L-P-E-E
	a. S-L-O-O-P
	b. S-L-E-E-P
	c. S-L-A-M-P
	d. S-L-I-M-P
16.	Fill in the blank with the correct word. Look at the picture below:
	"I go to _____ every morning to learn new things."
	a. school
	b. bus
	c. breakfast
	d. teacher
17.	Fill in the blank with the correct word. Look at the picture below:
	" I go to school with my father on a _____ "
	a. bus
	b. car
	c. motorbike

	d. bicycle

18.	Fill in the blank with the correct word. Look at the picture below:
	
	"I always have a___ at 18.00 with my family"
	
	  a. lunch
	  b. breakfast
	  c. Dinner
	  d. Fun

19.	Fill in the blank with the correct word. Look at the picture below:
	
	"Every day, I ___ around the school field with my friends"
	
	  a. go
	  b. eat
	  c. play
	  d. run

20.	Fill in the blank with the correct word. Look at the picture below:

"The _____ helps students learn many new things."

   a. teacher
   b. school
   c. bus
   d. lunch

Appendix 09. Documentation

Pre-Test Friday, January 31, 2025	
Documentation	**Activities**
	Students doing the Pre-test
Cycle 1 Meet 1, Wednesday, February 5, 2025	
	Starting the activity with ice breaking and asking about daily activities that have been carried out by students.

	Show vocabulary videos related to daily activities and explain with repetition techniques.
	Watch a vocabulary video related to daily activities, and explain some of the pictures in the video about the activities that are carried out
	Conduct discussions with students, because students ask questions related to things that have not been understood.
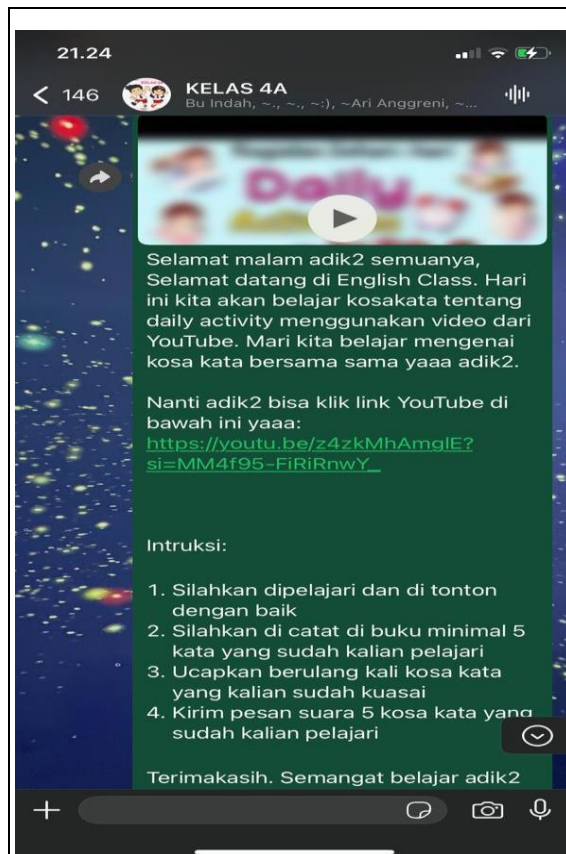
Online drilling and giving assignment
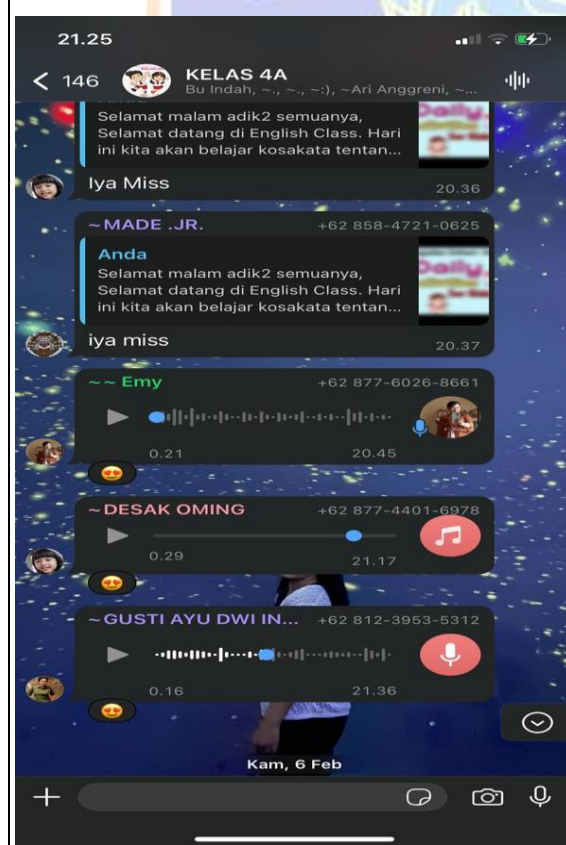
Cycle 1 Meet 2, Thursday, February 6, 2025	
	Provide ice breaking by inviting students to play a guess the picture game
	Watch vocabulary videos about daily activities
	Teaching by controlling students so that they can focus more on watching videos

| | Discussion session for students who want to ask questions related to daily activity material that has not been understood. |
| | Online drilling and giving assignment |
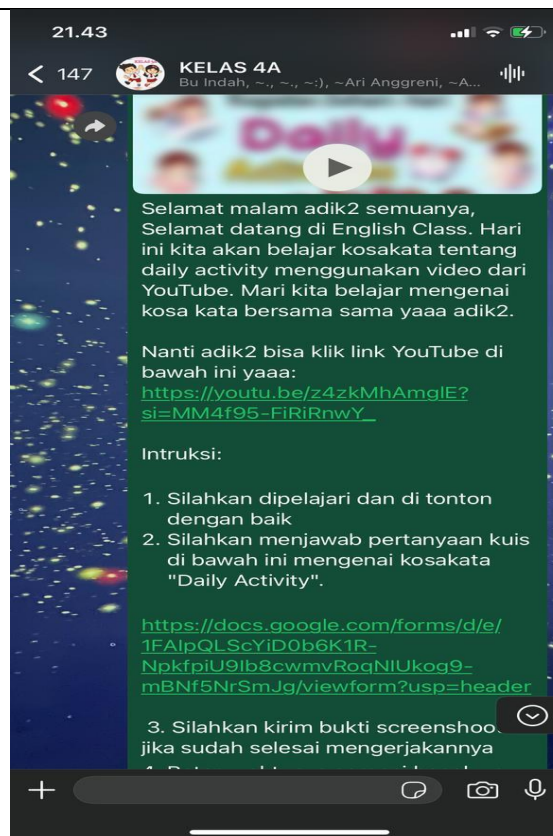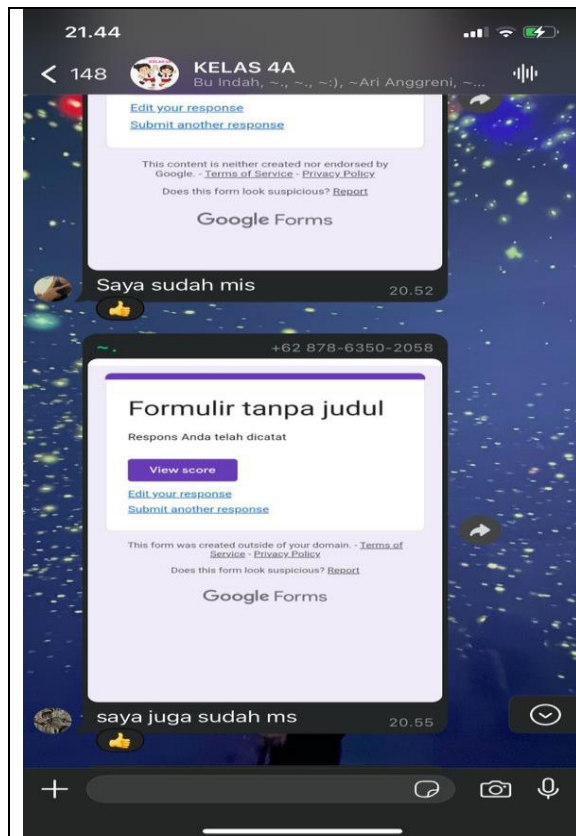
Cycle 1 **Meet 3, Friday, February 7, 2025**	
	Watch vocabulary videos about daily activities
	Appoint one of the students to repeat the vocabulary in the video.

	Approaching students who do not understand vocabulary material, because of their lack of English skills
	Online drilling and giving assignment
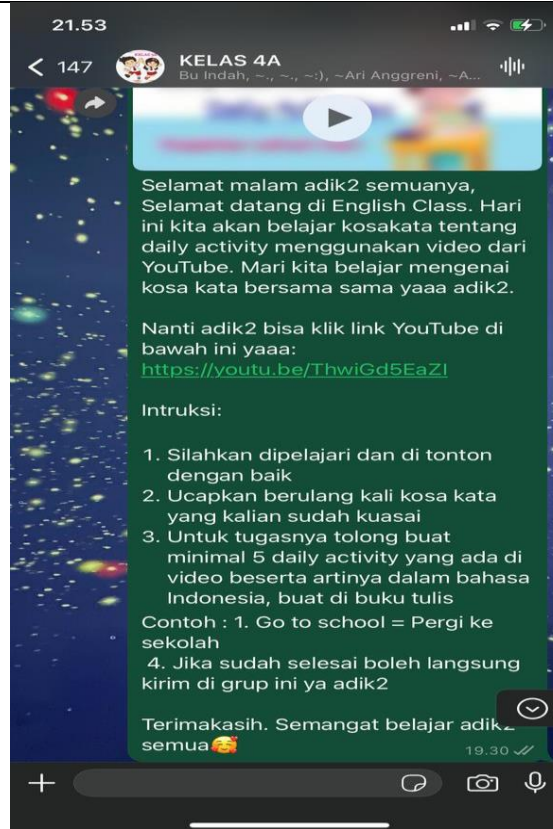
Post-Test 1
Saturday, February 8, 2025

Students doing the Post-test 1

Cycle 2 Meet 1, Wednesday, February 12, 2025	
	Watch vocabulary videos related to daily activities
	Provide exercises to students related to vocabulary material that has been watched in the previous vocabulary video
	Evaluate at the end of the lesson by choosing a few students to come forward and ask them to mention some vocabulary that they already know, and ask what they have not understood

	Online drilling and giving assignment
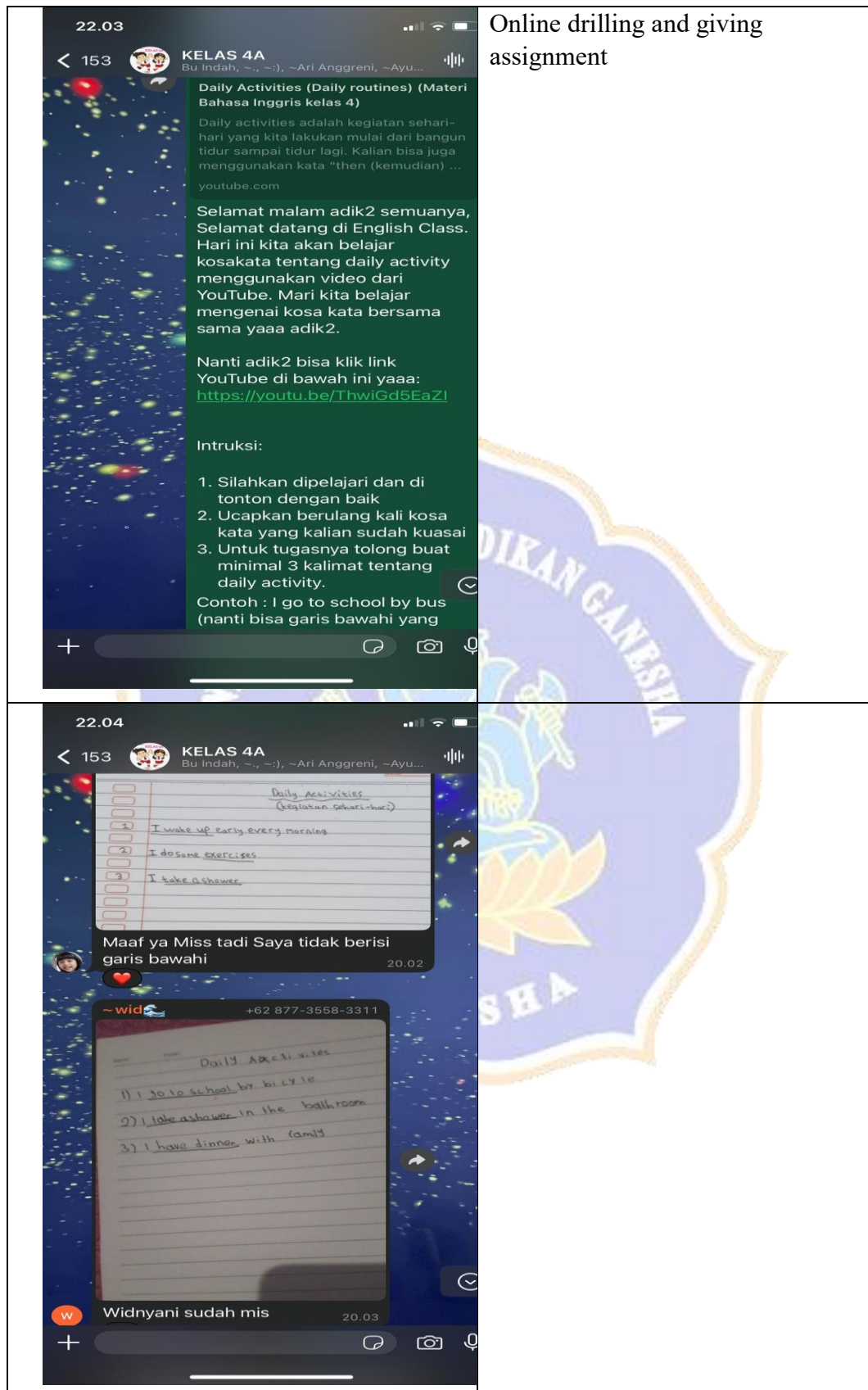
Cycle 2 Meet 2, Thursday, February 13, 2025	
	Starting the activity by holding ice breaking so that students are excited to start learning
	Watch vocabulary videos related to daily activities
	explain how to make sentences about daily activities

	Q&A session to create an active atmosphere
	Online drilling and giving assignment
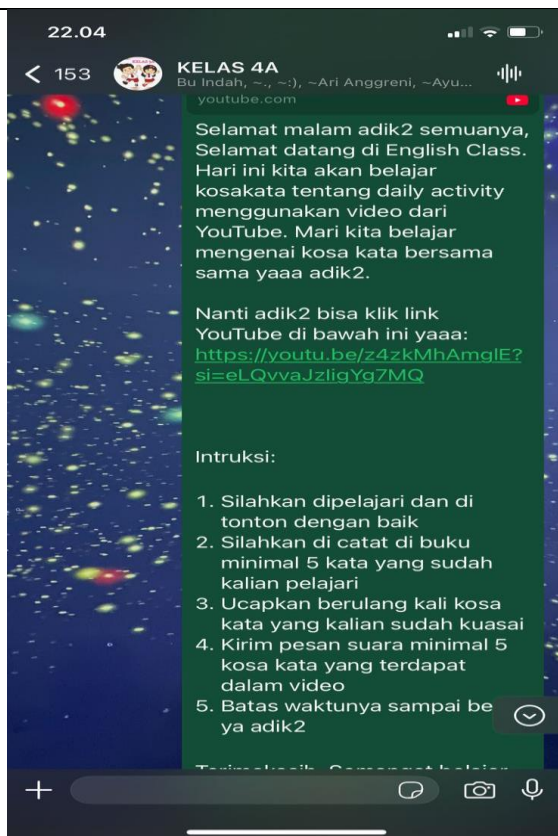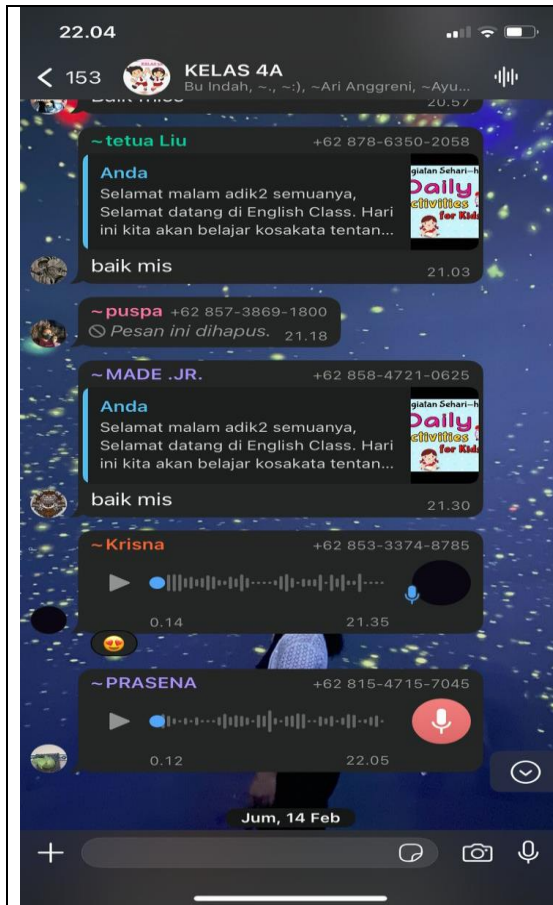
Cycle 2 **Meet 3, Friday, February 14, 2025**	
	Watch vocabulary videos about daily activities

	Appointed several students to come forward by answering different questions, some mentioned vocabulary and made sentences about daily activities.
	Approaching students so that students can be more open and can ask questions related to vocabulary that has not been understood.
	Q&A session and student evaluation before the lesson ends.
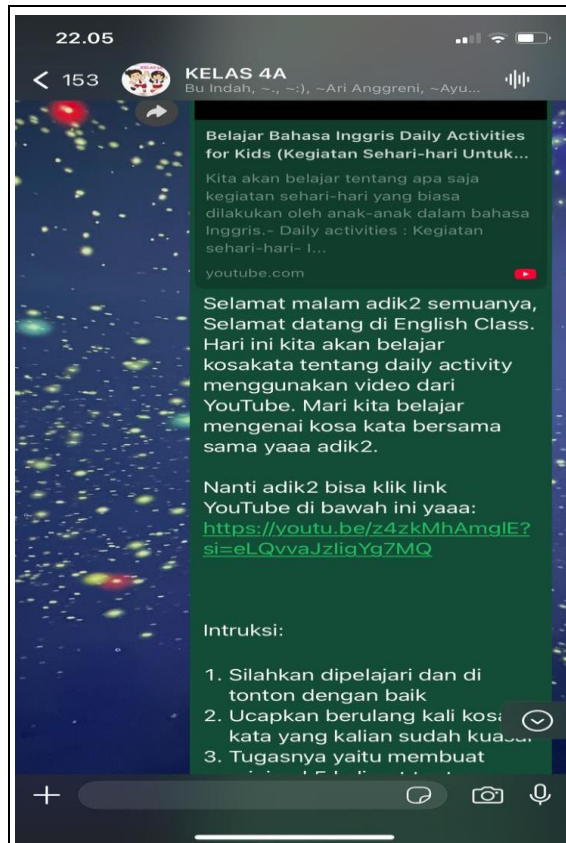
Online drilling and giving assignment
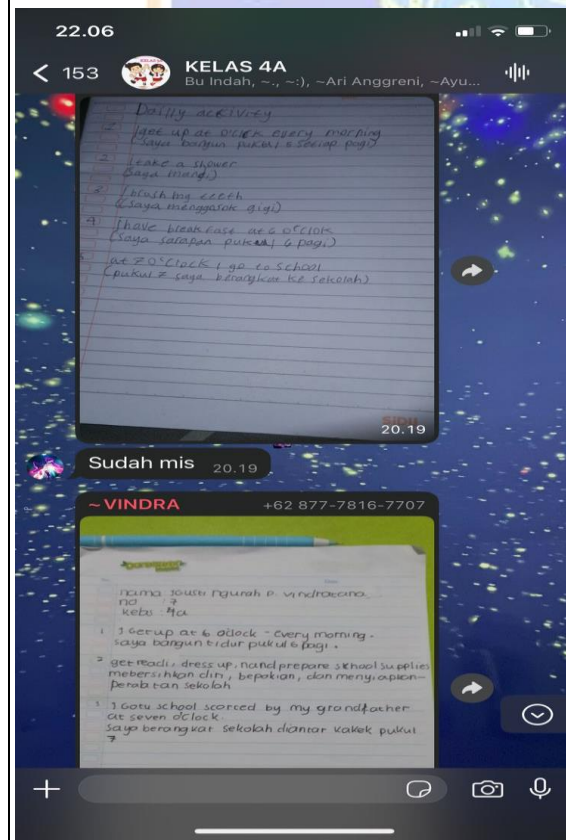
Post-Test 2 Saturday, February 15, 2025	
	Students doing the Post-test

Interview with Students	
Documentation	**Activities**
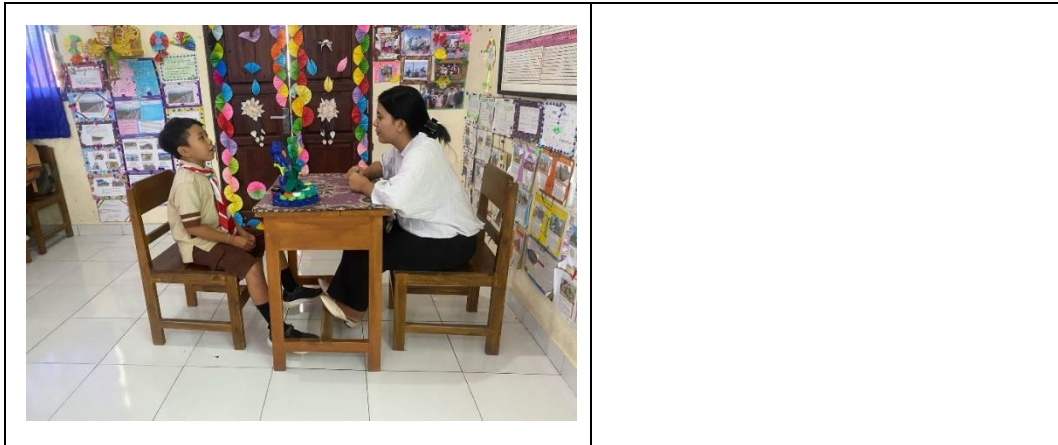
Appendix 10. Researcher's Fieldnotes

No.	Meeting	Note
1.	Pre-test	The first pre-test was conducted to measure students' initial ability related to vocabulary understanding. The data showed that out of 25 students, there were only 11 or 44% of students who scored above KKTM which is 70. This shows that most students do not understand vocabulary optimally. When working on the pre-test questions, students seemed confused and surprised to see questions that might be considered difficult by students because they did not have enough vocabulary base so they had difficulty in answering the questions. There were also some students who really did not know the vocabulary at all, so they could not answer all the questions given. Of the 25 students, only a few had sufficient vocabulary skills. And this pre-test is the first step to become the basis for students to have more than enough vocabulary skills, and this is also one of the strategies to improve vocabulary skills in students.
2.	Meet 1 Cycle 1 (Class)	At the first meeting, the researcher started the activity with greeting and prayer together, after that of course there was ice breaking to motivate students to be enthusiastic about learning in class. Before starting to the material, the researcher deliberately asked students about the activities they had done before going to school, the aim was to provoke students to guess what material would be given now. In this activity, the researcher shows vocabulary videos about daily activities through YouTUbe, and in the video there are certainly pictures that can explain the vocabulary, so that students can more easily understand the material provided. The researcher paused each vocabulary explanation, and the researcher taught using the drill technique, which is repeating back so that students quickly remember.

No.	Meeting	Note
		In closing, the researcher held a question and answer session with students, and it was seen that many students were still not active in answering, perhaps this was due to the lack of student ability in vocabulary, so there should be reinforcement in mastery of vocabulary in students.
3.	Meet 1 Cycle 1 (Online)	At the first online meeting, the researcher shared the same video that had been shown previously in class through the whatsapp group. The video contained vocabulary related material about daily activities, and there were also many pictures in the video which helped students to improve their strong memory. The researcher also asked students to record the vocabulary they had learned in their notebooks, and in addition students were also asked to learn to pronounce it by sending voice notes through the whatsapp group as proof that students had learned at home. This activity aims to strengthen students' memory related to the vocabulary learned, besides that students can also learn flexibly.
4.	Meet 2 Cycle 1 (Class)	The second meeting in class, as usual, learning activities began with greetings, and prayers led by the head of class 4. After that, it was continued with ice breaking, namely inviting students to stand up and sing together so that students were enthusiastic about participating in the learning activities that would take place. After that, the researcher asked if you had taken a shower before going to school? The students answered "Already". Then the researcher said that bathing is also a daily activity. In the core activity, the researcher showed a vocabulary video about daily activities. In this second meeting, students have started to be active in answering, and some students who are still joking have started listening to the video properly. After finishing showing the video, the researcher invited students to play a game, so the game was to guess the vocabulary in the picture. So at the end of

No.	Meeting	Note
		the video there are some questions that contain all the pictures related to daily activities, and students will guess the pictures. In the closing activity, the researcher summarized the activities that had taken place, and the researcher asked the students what have you learned today and what vocabulary have you got? Then the students answered that they had learned vocabulary about daily activities such as bathing, going to school, breakfast, and many more. After that, students prayed together before going home.
5.	Meet 2 Cycle 1 (Online)	In the second meeting, online learning was also conducted. So the researcher sent learning materials using video media from YouTube, namely about the vocabulary of daily activities. In online learning at this meeting, the researcher asked students to watch the video that had been sent via whatsapp group, and after watching the video the researcher also sent a google form containing several images, and students just had to choose the option related to the image caption. Then the researcher asks students to work on the task in the google form, and if it is finished, it is immediately screenshot and sent to the whatsapp group as proof that they have done the instructions given.
6.	Meet 3 Cycle 1 (Class)	In the third meeting in class, to begin the activity, the researcher greeted students by saying greetings and praying together before learning began. The researcher asked questions related to the material, namely daily activities. The researcher asked if you had brushed your teeth, had you made your bed before leaving for school, and there were several students who answered 'yes', and some answered 'not yet'. The researcher said that all daily activities are activities that we often do. In this activity the researcher immediately showed a vocabulary video about daily activities, here the

No.	Meeting	Note
		researcher played the video and asked students to follow the words in the video together. After finishing the researcher asked the students, what vocabulary was in the video? and there were several students who answered that there was breakfast, lunch, dinner, nap, shower, and brushing teeth. The students who answered were the most active students in the class, so there were still students who were still less active in answering because they were not focused on watching the video, and had difficulty in understanding vocabulary in English. In the closing activity, the researcher summarized the activities that had been carried out, and the researcher asked the students what they had learned today and what vocabulary they had acquired? Students answered that they had learned vocabulary about daily activities such as bathing, going to school, breakfast, and many more. After that, students prayed together before going home.
7.	Meet 3 Cycle 1 (Online)	In the third meeting, online learning was also conducted in the WhatsApp group. The researcher sent a YouTube link containing vocabulary videos related to daily activities. The researcher also asked students to make an assignment related to translating vocabulary about daily activities in English into Indonesian. The assignment, as usual, was sent to the WhatsApp group as proof that the students had done the assignment. The result was that more and more students did the assignment and many of the answers were wrong, so the average student answered correctly.
8.	Post-test 1	At the post-test stage of cycle 1, researchers gave the same questions as the questions used in the pre-test. This aims to measure the extent of the increase in student understanding after participating in a series of learning activities. The results showed that the post-test 1 results had improved compared to the pre-test results. Out of 25 students, nineteen students or 76% managed to obtain scores above the minimum mastery criteria

No.	Meeting	Note
		of KKTM 70. While there are still six students or 24% of the class who have not met the minimum KKTM standard of 70. This shows that although there is an increase in vocabulary mastery in students, there are still some students who have difficulty in understanding vocabulary. So there needs to be further strategies to improve vocabulary understanding in students, especially for students who are still below KKTM 70.
9.	Meet 1 Cycle 2 (Class)	In the first meeting of cycle 2, the learning began with greetings, prayers, and ice breaking. After that, the researcher always builds students' enthusiasm by giving light questions that are in accordance with the learning material. Furthermore, in the core activities, the researcher showed a vocabulary video that was different from the previous meeting, this video was more interesting, and of course there were new vocabulary in it that might not have been taught in the previous meeting. In this meeting, the researcher focused more on the pronunciation and meaning of the vocabulary, so that every vocabulary that appeared in the video was paused and explained again by the researcher, and the researcher asked students to follow the pronunciation of the vocabulary in the video so that students could pronounce the vocabulary correctly. In the closing activity, the researcher gave several questions related to vocabulary and pointed to several students to answer, of course, the researcher focused on giving the opportunity to answer to several students who were still below the KKTM criteria of 70.
10.	Meet 1 Cycle 2 (Online)	At the first online meeting, the researcher sent a link containing vocabulary videos in English related to daily activities taken from YouTube via whatsapp group. After that, the researcher asked students to watch the video and learn to remember one by one, then learn to pronounce it. The researcher also gave light tasks to students by

No.	Meeting	Note
		making sentences about daily activities. The results of the assignments given were some students who were able to compose sentences well, but there were also students who still only made verbs such as waking up, brushing teeth, and bathing.
11.	Meet 2 Cycle 2 (Class)	The second meeting in class, as usual, began with greetings, prayers together, and interesting ice breaking so that students were excited to start learning. So, the ice breaker I invited students to sing together.
		Directly to the core activities, the researcher showed an English vocabulary video related to daily activities. In this video there are examples of vocabulary that have been completed with sentences so that students at this meeting learn to compose sentences again. After that at the end of the video there were several pictures and the researcher asked students to make sentences that corresponded to the picture. And it seems that many students actively want to answer even though there are some students who are still wrong in making sentences but they already have the initiative to try. So this is one of the good student processes and can improve students' ability to understand vocabulary quickly.
		In the closing activity, the researcher asked the students what they had not understood before the lesson ended. Here the students did not ask so the researcher asked the students about the vocabulary that had been learned before, and the researcher also explained again what had been learned before so that students could remember it.
12.	Meet 2 Cycle 2 (Online)	In the second meeting online through WhatsApp group. The researcher sent a link to a vocabulary video from YouTube to the WhatsApp group and asked students to watch it, note down some vocabulary in the video, and learn to pronounce the vocabulary by following the pronunciation through the video from YouTube. The researcher also gave the students a task to find some vocabulary in the video by sending a voice note and sending it to the WhatsApp group as proof of having done the task.

No.	Meeting	Note
		As a result, many students did the assignment, and many students have the correct pronunciation, so this can also help in improving the understanding of English vocabulary.
13.	Meet 3 Cycle 2 (Class)	The third meeting in class, this activity begins with greetings, praying together, and ice breaking. So here the researcher invites students to play guess the picture, so the researcher shows a picture using a projector screen and students are asked to guess what the picture is doing. For students who can answer, a prize is given by the researcher as a motivation for students to learn.

In the core activity, the researcher showed an interesting vocabulary video and there were many pictures in it so that students could better understand the content in the video. At this meeting the researcher focused more on students whose abilities were below KKTM 70, so the researcher tried to give them the opportunity to answer.

In the closing activity, the researcher asked all students to stand up and invited singing to make them more excited. Then the researcher gave a quiz to students before going home, who could answer could go home immediately. This can improve students' memory of English vocabulary, of course, can practice pronunciation. |
| 14. | Meet 3 Cycle 2 (Online) | In the third meeting online, the researcher sent vocabulary videos through the whatsapp group and asked students to watch them, then learn to pronounce them, and of course the researcher gave assignments to students. The results showed that all students had done the assignment well. |
| 15. | Post-test 2 | In the post-test activity of cycle 2, the researcher gave questions similar to the previous post-test. However, some of the pictures on the questions were changed. In the implementation of this post-test, students looked more confident in answering the questions given.

The results showed that the mean score of post-test 2 was 75. Twenty or 80% obtained a score higher than the Minimum Mastery Criteria (KMM) of 70. |

No.	Meeting	Note
		Five or 20% scored below the Minimum Mastery Criteria (KMP) of 70. From this analysis, students experienced an increase in scores from the previous post-test. The results of post-test 2 showed very encouraging achievements. A total of 20 students scored above the KMP of 70. This is a positive impact on the improvement of students' vocabulary mastery related to daily activities after two cycles of drilling process. This shows that learning in cycle 2 both online and offline is more effective because it is able to improve students' abilities in pronunciation, comprehension, and pronunciation of vocabulary in students.

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

PRE TEST ITEM SCORE

NO	STUDENTS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	JUMLAH	SCORE
1	S1	0	1	1	0	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	15	75
2	S2	1	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	0	1	16	80
3	S3	1	0	0	0	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	15	75
4	S4	1	0	0	0	1	0	1	1	1	1	1	1	0	0	1	0	0	0	1	0	10	50
5	S5	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	16	80
6	S6	1	0	1	0	1	1	0	0	1	0	0	0	0	1	0	1	1	0	0	0	8	40
7	S7	0	0	0	1	0	1	0	1	0	0	1	0	0	0	1	1	0	1	0	1	8	40
8	S8	1	0	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	5	25
9	S9	1	1	0	1	1	1	1	1	1	0	1	0	0	1	1	1	1	0	0	1	14	70
10	S10	1	0	0	1	0	0	0	0	0	0	0	0	1	0	0	1	0	1	1	0	6	30
11	S11	0	1	1	0	0	0	1	1	1	0	0	1	0	0	1	0	1	1	0	1	10	50
12	S12	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	0	0	1	15	75
13	S13	1	1	0	1	0	0	1	1	1	0	1	0	1	0	1	1	1	0	1	1	14	70
14	S14	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	2	10
15	S15	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	0	17	85
16	S16	0	1	1	0	0	1	1	1	1	0	0	1	0	0	1	1	1	1	0	0	11	55
17	S17	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	17	85
18	S18	0	1	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	1	1	0	7	35
19	S19	0	0	1	1	1	1	1	0	1	0	0	1	1	0	0	1	0	1	0	0	10	50
20	S20	0	1	1	1	1	1	0	0	1	1	0	1	1	1	0	1	1	1	1	1	15	75
21	S21	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	16	80
22	S22	1	0	1	0	1	0	0	0	1	0	0	0	1	1	0	1	1	0	1	0	8	40
23	S23	1	0	1	1	1	0	0	0	0	1	1	0	1	1	0	1	1	1	0	0	10	50
24	S24	0	0	0	1	1	1	1	1	1	1	0	0	0	0	0	1	0	0	1	1	10	50
25	S25	1	0	0	0	1	0	0	1	0	1	0	0	1	1	1	0	1	1	0	0	9	45
TOTAL																							1.420
MEAN																							57

POST TEST 1 ITEM SCORE

NO	STUDENTS	ITEMS																				JUMLAH	SCORE
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	S1	1	1	1	0	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	16	80
2	S2	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	17	85
3	S3	1	1	0	0	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	16	80
4	S4	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	0	1	0	15	75
5	S5	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	17	85
6	S6	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	1	0	0	0	14	70
7	S7	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	0	1	0	1	15	75
8	S8	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0	1	14	70
9	S9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	18	90
10	S10	1	1	1	1	1	1	0	0	0	0	0	0	1	0	0	1	0	1	1	0	10	50
11	S11	1	1	1	1	1	1	1	1	1	0	0	1	0	0	1	0	1	1	0	1	14	70
12	S12	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	0	1	16	80
13	S13	1	1	1	1	0	0	1	1	1	0	1	1	1	0	1	1	1	0	1	1	15	75
14	S14	1	1	1	1	1	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	10	50
15	S15	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	18	90
16	S16	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	0	16	80
17	S17	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	18	90
18	S18	1	1	1	1	1	1	0	0	1	0	0	1	0	0	1	0	0	1	1	0	11	55
19	S19	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	0	1	0	0	14	70
20	S20	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	18	90
21	S21	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	18	90
22	S22	1	1	1	1	1	0	0	0	1	0	0	0	1	1	0	0	1	0	1	0	10	50
23	S23	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	0	0	15	75
24	S24	1	1	0	1	1	1	1	1	1	1	0	0	0	0	0	1	0	0	1	1	12	60
25	S25	1	1	1	1	1	0	0	1	0	1	0	0	1	1	1	0	1	1	0	0	12	60
	TOTAL																						1845
	MEAN																						74

POST TEST 2 ITEM SCORE

NO	STUDENTS	ITEMS																				JUMLAH	SCORE
		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	1	1	0	1	1	1	1	1	1	1	0	18	90
2	S2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	19	95
3	S3	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	18	90
4	S4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	17	85
5	S5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	18	90
6	S6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	0	16	80
7	S7	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	17	85
8	S8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	17	85
9	S9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	100
10	S10	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	1	1	0	15	75
11	S11	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	17	85
12	S12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	18	90
13	S13	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	17	85
14	S14	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	15	75
15	S15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	100
16	S16	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	17	85
17	S17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	19	95
18	S18	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	0	1	1	0	15	75
19	S19	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	0	16	80
20	S20	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	19	95
21	S21	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	19	95
22	S22	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	0	1	0	15	75
23	S23	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	16	80
24	S24	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	17	85
25	S25	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	0	16	80
											TOTAL												2155
											MEAN												86

RIWAYAT HIDUP

Ni Luh Merdani lahir pada tahun 2003. Penulis lahir dari pasangan suami istri Bapak I Nyoman Budiasa dan Ibu Ni Nyoman Suwirni. Penulis berkebangsaan Indonesia dan beragama Hindu. Kini penulis beralamat di Banjar Penglipuran, Kabupaten Bangli, Provinsi Bali.

Penulis menyelesaikan pendidikan dasar di SD Negeri 2 Kubu dan lulus pada tahun 2015. Kemudian penulis melanjutkan di SMP Negeri 2 Bangli dan lulus pada tahun 2018. Pada tahun 2021, penulis lulus dari SMA Negeri 1 Bangli dan melanjutkan ke jenjang pendidikan S1 Program Studi Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha. Selanjutnya, mulai tahun 2021 sampai dengan penulisan skripsi ini, penulis masih terdaftar sebagai mahasiswa aktif. Pada semester akhir tahun 2025 penulis telah menyelesaikan skripsi yang berjudul "The Use of Drilling Techniques Integrated with Technology to Improve Students' Vocabulary Mastery at SD Negeri 2 Kawan".