

CHAPTER I

INTRODUCTION

This chapter discusses the introduction of the study which covers the research background, problem identification, research limitations, research question, research objectives, research significance, and definition of key terms.

1.1 Research Background

Vocabulary is one of the most important elements in language learning because it is the main foundation for understanding and using language effectively. Vocabulary serves as a tool for conveying information, messages, and opinions in various contexts. According to Richards and Renandya (2002, in Manurung et al., 2021), vocabulary is a key element in language proficiency that influences a person's ability to speak, listen, read, and write. The more vocabulary learners have, the easier it is for them to express ideas orally and in writing (Sari et al., 2021). Before mastering other English language skills, students generally master vocabulary first, as vocabulary serves as a link between the four language skills (Harmer, 2007). Conversely, limited vocabulary can hinder students' ability to express ideas, both verbally and in writing, thereby reducing the effectiveness of communication. Tarigan (2016), in Rahmah et al. (2023), classifies vocabulary into two types, namely receptive vocabulary (decoding) and productive vocabulary (encoding).

Although English has been taught at various levels of education, many elementary school students still do not master basic vocabulary in the context of everyday life. This indicates the need for more innovative and contextual learning, especially at the elementary school level. Based on initial observations conducted at SD Negeri 5 Les, several factors were found to contribute to students' low vocabulary mastery, including limited resources, monotonous learning media, and a lack of professional teachers in English language instruction.

One technique that has proven effective in improving vocabulary mastery is the drilling technique. Fransiska and Jurianto (2016) found that students taught using the drilling technique experienced a more significant increase in vocabulary

mastery compared to students taught using conventional methods. However, this technique is often considered monotonous if not combined with engaging learning media. Previous studies, such as those conducted by Terasne and Hafiz (2022) and Siahaan et al. (2024), have explored the use of the drilling technique, while other studies have investigated the use of video media as a learning aid (Sismona, 2020; Ikhlasa & Suryadi, 2024). However, most of these studies were conducted at the junior high school level and used a quasi-experimental quantitative research design. Few studies have applied technology-based drilling techniques at the elementary school level using a Classroom Action Research (CAR) approach.

To address this issue, this study implements drilling techniques combined with technological media, namely YouTube videos and the Wordwall platform, through a Classroom Action Research (CAR) approach. The study, titled “The Use of Drilling Techniques Integrated with Technology to Improve Students' Vocabulary Mastery at SD Negeri 5 Les,” aims to enhance third-grade students' vocabulary mastery and explore students' responses to the use of technology-based drilling techniques. It is hoped that the results of this research will contribute to the development of a practical, enjoyable, and adaptive vocabulary learning model, particularly for elementary schools in rural areas facing similar challenges.

1.2 Problem Identification

SD Negeri 5 Les, an A-accredited public elementary school in Dusun Kanginan, Les, Tejakula District, Buleleng Regency, Bali, has implemented the Merdeka Curriculum. This study will examine English language learning using drilling techniques integrated with technology to improve vocabulary mastery. The effectiveness of English language learning in schools, especially in rural areas such as SD Negeri 5 Les, is often hampered by several factors. Limited learning time allocation, where students only receive English lessons starting in grade 3, a lack of habits of using English in daily life, and learning strategies that are less effective and flexible in accommodating students' needs and interests, make English feel less interesting and challenging for elementary school students. Lack of English mastery can be a significant obstacle for students, not only hindering students' ability to interact and potentially reducing their competitiveness, but also significantly

contributing to their low learning outcomes in English subjects. Difficulty in understanding material and doing assignments due to limited vocabulary creates a negative cycle that needs to be overcome through a more effective learning approach. Therefore, to improve students' English vocabulary mastery at SD Negeri 5 Les, it is necessary to implement more interesting and effective learning strategies. This Classroom Action Research (CAR) aims to explore and improve English vocabulary learning in elementary schools, especially in rural contexts, and to provide researchers with an understanding of improving English learning at this level.

1.3 Research Limitations

This research is limited to the learning process of using online drilling techniques in students' English learning at the primary school level. We implemented this technique to improve students' ability in English vocabulary mastery and to collect feedback from students regarding using this technique in the classroom. This study only focuses on improving students' English vocabulary mastery in the class under investigation at SD Negeri 5 Les, so it is impossible to generalize the results of this study to students' vocabulary mastery in English or other subjects.

1.4 Research Questions

Identifying the problems above inspired the researcher to conduct a study to determine whether online drilling techniques through vocabulary videos can help students with vocabulary mastery and what students think about the methods used. So, the research problem can be formulated as follows:

1. Can drilling techniques integrated with technology through vocabulary videos improve the vocabulary mastery of third-grade students at SD Negeri 5 Les?
2. What is the student's opinion of using drilling techniques integrated with technology through vocabulary videos conducted to improve vocabulary mastery of third-grade students at SD Negeri 5 Les?

1.5 Research Objective

Based on the problem formulation, the objective of the current research can be determined along these lines;

1. To improve the implementation of the drilling technique integrated with technology through vocabulary to enhance students' vocabulary mastery at SD Negeri 5 Les
2. To investigate the students' opinion of using drilling techniques integrated with technology through vocabulary to improve students' vocabulary mastery at SD Negeri 5 Les.

1.6 Research Significance

The current research results are designed to provide theoretical and practical significance to English Language Education.

1.6.1 Theoretically

In terms of theory, existing research is expected to support theories related to developing English language learning drilling techniques integrated with technology vocabulary to help students master vocabulary.

1.6.2 Practically

In terms of practicality, the current research is expected to contribute valuable insights to the broader communities, such as young learners, English teachers, and other writers.

a. For Students

The current research can help improve an enjoyable educational experience, motivate learning English and the habit of using English in daily life, and improve English vocabulary mastery.

b. For English Teachers

Teachers can use this research's new knowledge to design more engaging lessons and learning experiences. This study offers effective learning strategies that might give teachers fresh perspectives on how to teach vocabulary in English.

c. For Other Writers

Other writers may find this work a trustworthy resource for conducting additional research on different aspects in the same field of study. Additionally, this study offers empirical data to support their research.

1.7 Research of Key Terms

1.7.1 Theoretical Definition

a. Vocabulary Mastery

Nation (2001) highlights two key aspects of vocabulary mastery that play a significant role. First, the quantity aspect, meaning the number of words that can be mastered, is highlighted as necessary. Second, the quality aspect, which refers to a deep understanding of how words are used in various contexts, is highly valuable. In other words, vocabulary mastery encompasses the number of words mastered and the depth of understanding about how they are used.

b. Vocabulary Videos

(Faez, 2014) describe vocabulary videos as an engaging educational tool that enhances vocabulary learning by combining various multimedia elements such as animation, images, and sound. These videos present and reinforce vocabulary and concepts interactively, making the learning experience more interesting for students. Comprehension and retention of new words and ideas are deepened through visual and auditory stimuli.

c. Drilling Technique Integrated with Technology

Richardson (2019) cited in (Jurianto, 2016) argues that the incorporation of technology in drilling methodologies enhances the interactivity of learning. Digital instruments, like mobile applications and

educational software, enhance practice by making it more engaging and compelling, augmenting student motivation. This approach makes the learning experience more interactive, facilitating students' understanding and implementation of concepts.

1.7.2 Operation Definition

a. Vocabulary Mastery

Vocabulary mastery is students' ability to recognize and use words in everyday language. It will make students more familiar with using new words. This is essential to helping children communicate well and understand lessons at school.

b. Vocabulary Video

This media is a learning tool that helps students learn and understand new vocabulary in a fun way. In this video, pictures are shown, the pronunciation of words is heard, and examples of using words in sentences are provided.

c. Drilling Technique Integrated with Technology

Drilling Technique Integrated with Technology is a learning method that combines repetitive practice with technology to assist students in understanding and mastering the material. In this method, students carry out exercises with the help of technological tools, such as YouTube, through the WhatsApp application for communication media, making the learning process more interactive and fun.