CHAPTER I

INTRODUCTION

This chapter explains several important points of the research. It covers the background of the study, problems identified, research scope, research questions, research objectives, research significance, and definitions of key terms.

1.1 Research Background

English language learning requires vocabulary mastery as a key component. According to Huyen and Nga (2003), vocabulary mastery is the skill of an individual to comprehend the vocabulary of a language. This skill includes understanding what words mean, how to say them correctly, how to spell them, and how to use them properly in sentences. The basic elements of effective communication are the words we use every day, hence expanding our vocabulary is an essential part of learning English. As Shejbalová (2006) stated that, a message can still be communicated without appropriate grammar, but it cannot be communicated without vocabulary. Additionally, Richards and Renandya (2002) asserted that mastery of vocabulary is the foundational element for students' competency in speaking, listening, reading, and writing. Effective communication necessitates the integration of fundamental skill components in its execution. Furthermore, mastering English vocabulary enhances students' comprehension and engagement throughout the initial phases of target language acquisition (Alhamami, 2014). As the primary basis for language acquisition, learners are expected to have a broad vocabulary at the most basic level. As a result, mastering vocabulary is crucial to having strong English language proficiency.

Despite years of learning since Elementary School, students often find themselves with a limited vocabulary, which blocks their ability to communicate effectively in English (Halimah et al., 2022; Mulyono, 2020; Pratolo et al., 2019). In one case, the study conducted by Pratolo et al. (2019) indicated that student feedback highlighted challenges in mastering vocabulary, stemming from issues with memorization and a lack of motivation. Improper techniques and the utilization of media that are not optimized are among the numerous factors that contribute to this case. In line with these statements, a preliminary observation has been carried out at SD Negeri 1 Sibangkaja, Badung, Bali, Indonesia. The objective of the observation at the observed school was to ascertain whether the students were experiencing difficulties with their English language acquisition. Out of twenty students in grade four at SD Negeri 1 Sibangkaja, there are twelve students who had some issues with mastering English vocabulary, as determined by the researcher's observation. The English scores of fourth-grade students from the preliminary research clearly showed this issue. Most students were unable to reach the Minimum Completion Criteria (KKTP) of 67. The teacher also admitted that students were still not actively involved in the learning process.

Some reasons were found that caused the problem. First, the use of learning media was not effective, and technology was rarely used in class. Teachers mostly depended on whiteboards, dictionaries, student worksheets (LKS), and textbooks. Second, the learning process was still using a teacher-centered approach. It made the students bored easily during the teaching and learning process. In addition, today's students have different learning preferences and styles. During the observation, students stated that they were more interested in learning by the use of

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visual media, such as videos, as opposed to learning media that solely focus on teaching through books. According to Pujiani, et.al. (2022) and Hariyono (2020), young learners were more motivated, engaged, and gave positive responses in the learning activities by using videos as the learning media. Hence, adopting proper strategies and media to teach vocabulary is essential. In addition, expanding vocabulary is important in language learning for young learners, especially in primary school (Azzahra & Kaniadewi, 2025).

According to Lucas et al. (2014), young learners have a tendency to process information more quickly than adults do because they firmly copy their teacher through habitual activity. Young learners have a distinctive learning feature that comes from repetition, and this trait is seen in the setting of habitual activity. The material that they are taught by their teachers are repeated over and over again until they are able to commit it to memory. Ihsanda (2023) identifies repetition as one of the features of the drilling techniques that are utilized in the field of language teaching. Freeman and Marti (2013) identified drilling as a technique employed in the Audio-Lingual Method (ALM). This method is recognized for its effectiveness in teaching vocabulary and facilitating English language speaking skills for non-native speakers. Drilling techniques in language teaching involve the teacher providing repeated practice to students (Nurviyani et al., 2022). The objective is for students to enhance their accuracy, competency, and retention of previously acquired knowledge (Yusuf et al., 2023). The application of drilling techniques in language teaching enhances vocabulary acquisition among elementary-level students (Halimah et al., 2022; Hidayat et al., 2022; Mulyono, 2020).

The education system has evolved at a remarkable pace. The incorporation of technology in language teaching has become crucial. For instance, utilizing WhatsApp is viewed as a way to enhance students' vocabulary, boost their enthusiasm, and facilitate learning from the errors of their peers in the process of acquiring English language (Hamad, 2017). Similarly, the incorporation of Edmodo and Telegram in language learning received favorable feedback from Malaysian students, highlighting enhancements in performance, engagement, and the practicality of learning the English language (Mohamed et al., 2022). The application of technology innovation in the teaching of drilling techniques is also possible up until this moment. As an illustration, the success of the drilling strategy using YouTube has a favorable impact on the English vocabulary, fluency, and pronunciation of students (Putri, 2022). Because of this situation, drilling techniques can be collaborated with digital tools like YouTube and WhatsApp to give students repeated exposure to vocabulary by using these platforms.

Vocabulary videos represent a technology that can be employed for teaching the use of vocabulary. Vocabulary videos represent a significant medium in the acquisition of vocabulary (Alhamami, 2014; Munawir et al., 2022; Yawiloeng, 2020; Yusriyyah & Mafulah, 2024). Vocabulary videos serve as educational tools aimed at teaching, reinforcing, or enhancing an individual's language skills (Yawiloeng, 2020). Videos enhance presentations by increasing engagement, clarity, and practicality (Kafle, 2022). Additionally, video has been a language enhancement tool that has been beneficial in terms of learning outcomes (Lampai & Sukying, 2023). There has been a key part that video has had in the learning process. As a result, language students who learn via their senses of sight and

hearing have a fifty percent greater improvement in their memory (Ibe & Abamuche, 2019). Students will have the opportunity to meet new words frequently in proper circumstances if vocabulary movies are incorporated into practice sessions. This will result in improved retention and understanding on the part of the students.

YouTube is recognized as one of the most popular applications among students (Gracella & Nur, 2020). YouTube serves as a valuable educational platform, offering a wide variety of creative content suitable for learners at all levels, from beginners to advanced practitioners. It can enhance and boost students' motivation to learn, particularly in the area of English vocabulary (Chien et al., 2020). YouTube has emerged as an early literacy tool for many children, providing access to children's song videos and vocabulary-enhancing content. YouTube offers the benefit of engaging students, especially younger learners, enhancing their involvement in classroom learning (Sorohiti et al., 2024). YouTube's adaptability makes it ideal for students to utilize at any time and from any location (Binmahboob, 2020). Thus, parents may participate in their child's English language study at home by sharing vocabulary videos online. It may be said that YouTube vocabulary videos are a useful substitute for other forms of media in helping students become more proficient in vocabulary.

A few insights into the impacts of drilling techniques and how they influence the vocabulary acquisition of students have been offered by the research that have been covered above. However, there is still no clear evidence about how drilling techniques combined with technology can help improve vocabulary mastery, especially for elementary school students, both inside and outside the

classroom. Because of this gap, the researcher was encouraged to conduct this study. The main goal of this research is to improve students' vocabulary mastery by using drilling techniques with the help of technology, such as vocabulary videos, in both classroom and online learning sessions. This is in response to the ongoing development of technology and the widespread usage of smartphones among students. As a result, the researcher decided to use the title "The Use of Drilling Techniques Integrated with Technology to Improve Students' Vocabulary Mastery at SDN 1 Sibangkaja" for this study.

1.2 Problem Identification

Based on the results of the preliminary research through interviews and observations at SDN 1 Sibangkaja, it was found that fourth-grade students faced problems in language learning, especially in mastering vocabulary, which was still limited. The student score list that was examined over the course of the earlier grade made this abundantly clear. There were 20 students in the fourth grade, 8 students passed the Minimum Completion Criteria (KKTP) of 67, however 12 students did not pass it and were below the standard. This can be attributed to a number of different factors, as explained by the teacher. First, the teachers are still applying a teacher-centered approach, which often causes students to feel less motivated to explore and develop their knowledge. Second, the learning activities still rely heavily on traditional materials like textbooks, dictionaries, and printed worksheets, which remain the main sources of information during lessons. In addition, the use of technology in the classroom is still not effective. Teachers typically use manual media, such as a whiteboard, to illustrate the lesson rather than using technical instruments (such as computers). They are likely to become bored as a result of this.

Additionally, the school allowing teachers and students use WhatsApp groups to communicate with one another and share tasks. These groups are also utilized for providing school announcements. Teachers are required to make use of acceptable learning strategies and appealing learning media in order to catch the attention of their students. This is due to the fact that the present learning techniques and media are still missing. For this reason, using drilling techniques along with vocabulary videos is exciting, as these methods and media are often helpful in improving students' vocabulary and creating a fun learning atmosphere for both students and teachers.

1.3 Research Scope

Based on the problems mentioned earlier, this study focuses only on applying drilling techniques combined with technology using vocabulary videos to help improve the vocabulary mastery of fourth-grade students at SD Negeri 1 Sibangkaja. This focus is chosen to keep the study more specific and detailed. Besides that, the study also aims to find out the participants' opinions about using drilling techniques combined with technology through vocabulary videos to improve the vocabulary mastery of fourth-grade students at SD Negeri 1 Sibangkaja.

1.4 Research Questions

1. Is there any significant effect on the use of drilling technique integrated with technology through vocabulary videos to improve vocabulary mastery of fourth-grade students at SDN 1 Sibangkaja?

2. What is the student's perspective of using drilling techniques integrated with technology through vocabulary videos to improve vocabulary mastery of fourth-grade students at SDN 1 Sibangkaja?

1.5 Research Objective

1. To improve vocabulary mastery through the use of drilling techniques integrated with technology through vocabulary videos for fourth-grade students at SDN 1 Sibangkaja.

2. To identify the students' perspective on using drilling techniques integrated with technology through vocabulary videos to improve vocabulary mastery of fourth- grade students at SDN 1 Sibangkaja.

1.6 Research Significances

1. Theoretical significances

   This study is expected to add to the existing knowledge about using drilling techniques combined with technology, especially those involving vocabulary videos, and how this method can be applied in elementary school learning. The final discussion in this research may serve as a useful reference for future studies on how drilling techniques supported by technology and video content can help improve vocabulary mastery among primary school students. This topic is still rarely explored by other researchers, which makes this study important.

2. Practical significance

   a. For the observed school

It is hoped that this study will provide helpful suggestions or input that can support the school in improving its teaching quality and learning practices.

b. For teachers

This research is expected to help English teachers, especially those teaching in elementary schools, gain a better understanding of how to teach vocabulary using drilling techniques supported by technology and vocabulary videos as learning media.

c. For students

By using drilling techniques combined with technology and vocabulary videos, this study is expected to support students in developing and improving their vocabulary skills more effectively.

d. For readers

This research aims to give readers useful information about how vocabulary mastery can be improved through the use of drilling techniques supported by technology and videos. It can also act as a reference for English teachers to apply similar strategies in their classrooms to help students strengthen their vocabulary.

e. For future research

This study can serve as a helpful source for other researchers who want to explore more about the use of drilling techniques combined with technology in elementary schools, especially through vocabulary videos. It may also inspire further research and deeper investigation into similar topics in the future.

1.7 Definition of Key Terms

To make sure there is no misunderstanding, the key terms used in this study are explained as follows:

1. **Theoretical Definition**

a. Drilling Techniques Integrated with Technology

According to Putri (2022), drilling techniques integrated with technology refer to repeated practice activities that use digital media. This method is used to help students improve specific skills, like English vocabulary, through repetition and focused exercises delivered using technology and online learning platforms.

b. Vocabulary Videos

Vocabulary movies are conceptually visual learning tools that use video to introduce and reinforce vocabulary knowledge (Yawiloeng, 2020). To make learning more dynamic and interesting, they blend audio-visual components like text, sound, and graphics.

c. Vocabulary Mastery

Huyen and Nga (2003) provide a conceptual explanation of vocabulary mastery by defining it as the individuals' skills to comprehend the vocabulary of a language. This skill involves knowing a word's meaning, how to pronounce and spell it, and understanding the proper context in which it should be used.

2. **Operational Definition**

a. Drilling Techniques Integrated with Technology

From a practical point of view, drilling techniques integrated with technology are used to teach vocabulary through repeated practice supported by digital media. In the classroom, this method involves showing vocabulary videos from YouTube. After that, an online session follows, where the same videos are shared with students through a WhatsApp group so they can rewatch them as often as needed.

b. Vocabulary Videos

In other words, vocabulary videos are YouTube videos that are used to teach vocabulary based on specific topics. These videos usually contain lists of words, pictures, audio to help with pronunciation, and example sentences. They often include exercises or activities to help students remember the words, practice using them, and stay motivated to learn.

c. Vocabulary Mastery

Vocabulary mastery, in this study, refers to students' ability to recognize, pronounce, and spell words correctly, as well as use them in the right context. At SD Negeri 1 Sibangkaja, vocabulary mastery is measured by how well students understand and use the vocabulary taught by the teacher. This can be assessed through speaking, writing, conversations, or other academic tasks.