

# CHAPTER 1

## INTRODUCTION

This chapter provides an introduction to the study, encompassing the background, identification of the problem, limitations, research questions, objectives, significance, and definitions of key terms.

### 1.1. Research Background

Vocabulary mastery is a fundamental aspect of learning the English language, serving as the cornerstone for effective communication. It is widely recognized that a strong vocabulary is essential for proficiency in speaking, listening, reading, and writing. According to Nation (2001, as cited in Saifudin et al., 2024), a solid grasp of vocabulary significantly influences students' overall language skills. Huyen and Nga (2003, as cited in Rosyidi 2022) define vocabulary mastery as an individual's ability to comprehend vocabulary in a language, which encompasses understanding meanings, pronunciations, spellings, and the appropriate contextual use of words. In the initial stages of language acquisition, mastering English vocabulary can enhance students' engagement in learning the target language (Alhamami, 2014, as cited in Dwimayoga 2024). Thus, vocabulary mastery is crucial for achieving proficiency in English language skills.

The Indonesian government has emphasized the integration of technology in education as a key component of modern learning. The Minister of Education and Culture Regulation Number 22 of 2016 concerning the Standard Process of Primary and Secondary Education highlights that learning should utilize information and communication technology to enhance the efficiency and effectiveness of learning. Furthermore, the implementation of the Merdeka Curriculum reinforces this direction by encouraging educators to integrate digital technology as a learning tool that supports student-centered and competency-based education (Kemendikbudristek, 2022). This policy framework

recognizes that today's students, often referred to as digital natives, have grown up surrounded by technology and naturally prefer digital learning media such as videos, interactive applications, and online platforms (Prensky, 2001, cited in Reid et al., 2023). Therefore, ideally, English vocabulary learning should incorporate technology-based approaches to align with both government directives and students' learning preferences.

Despite years of English instruction starting from elementary school, many students still struggle with effective communication in English (Mulyono et al., 2020; Nurviyani et al., 2022; Pratolo et al., 2019). For instance, Pratolo et al. (2019) cited in (Holandyah et al., 2022) found that student feedback indicated challenges in vocabulary acquisition due to difficulties in memorization and a lack of motivation. This issue is also evident at SD Negeri 1 Sibangkaja in Bali, Indonesia, where preliminary observations reveal concerning trends. Specifically, 20 of 29 fifth-grade students did not meet the Minimum Completion Criteria (KKM) of 75, indicating that a significant number of students are struggling to achieve the expected learning outcomes in English. Several factors contribute to this problem, including suboptimal use of available learning resources and limited integration of technology in the classroom. Furthermore, traditional teacher-centered approaches continue to dominate the learning environment. Additionally, students' learning preferences have shifted toward digital media, as they are more familiar with and attracted to technology-based learning, yet this preference has not been fully accommodated in classroom instruction (Prensky, 2001; Tapscott, 2009). This gap between students' digital learning preferences and the conventional teaching methods employed creates a mismatch that hinders effective vocabulary acquisition. These challenges are not unique to this context. Sutami, Santosa, and Mahendrayana (2022) identified that instructional challenges, including a lack of explanation from teachers and limited opportunity to practice English skills, were the highest challenges experienced by

students in EFL contexts. This situation calls for innovative teaching strategies that can provide students with more engaging learning experiences and opportunities for repeated practice.

Understanding student characteristics is a vital step toward addressing these challenges. Young learners tend to imitate their teachers, which facilitates faster learning through habitual actions and repetition (Lucas et al., 2014, as cited in Stöttinger et al., 2025). In language education, repetition is a hallmark of drilling techniques (Mulyono et al., 2020, as cited in Hurriah et al., 2025). Freeman et al. (2013) describe drilling as a method employed in the Audio-Lingual Method (ALM) to teach vocabulary and speaking skills in foreign languages. Drilling techniques involve providing students with repeated practice (Nurviyani et al., 2022), aiming to enhance their accuracy, proficiency, and retention (Yusuf et al., 2023). Numerous studies have demonstrated that repetition through drilling techniques significantly impacts vocabulary mastery among primary-level students, facilitating easier recall of material (Hidayat et al., 2022; Mulyono et al., 2020; Nurviyani et al., 2022).

Moreover, considering the characteristics of elementary school students, who often prefer visual and audio-based learning, the use of vocabulary videos emerges as a promising medium (Gezegin, 2014; Zubaedah, 2024). Today's young learners, often referred to as digital natives, have grown up surrounded by technology and naturally gravitate toward digital learning media such as videos, interactive applications, and online platforms (Prensky, 2001). Vocabulary videos have been shown to influence vocabulary acquisition greatly (Alhamami, 2014; Ilma and Mafulah, 2024; Munawir et al., 2022; Yawiloeng, 2020). These videos serve to teach, expand, and reinforce vocabulary within educational contexts (Yawiloeng, 2020; cited in Jacome Paredes et al., 2025). They can make presentations more engaging, easier to follow, and more practical (Kafle and

Lecturer, 2022). By incorporating vocabulary videos into repeated practice sessions, students are likely to learn new words, thereby improving their retention and comprehension. By incorporating vocabulary videos into repeated practice sessions, students are likely to learn new words, thereby improving their retention and comprehension.

One of the most popular applications among students is YouTube (Gracella and Rahman Nur, 2020, as cited in Hasan, 2025). YouTube serves as a learning platform that offers a wide variety of creative content, catering to learners from beginner to advanced levels, which can enhance students' motivation to learn, particularly in vocabulary acquisition (Chien et al., 2020). YouTube has even become a source of early literacy for many children through exposure to children's songs and vocabulary videos. It can help young learners maintain their attention and engage more actively in the learning process (Sorohiti et al., 2024). The flexible nature of YouTube allows students to access content anytime and anywhere (Binmahboob, 2020, as cited in Dos Santos and Luque-Agulló, 2025). This aligns with students' preferences for digital media, making YouTube an ideal platform to bridge the gap between their learning habits and educational objectives. Therefore, it can be concluded that YouTube vocabulary videos are an effective medium for enhancing students' vocabulary mastery. Consequently, improving vocabulary mastery at the primary level necessitates a combination of drilling techniques with technology, such as vocabulary videos.

Several studies have explored the effects of combining drilling techniques with technology, yielding positive outcomes for students' English vocabulary acquisition (Fauzia and Lolita, 2018; Lolita, 2018; Putri, 2022). For example, (Lolita, 2018) found that the integration of drilling with Computer Assisted Language Learning (CALL) positively impacted students' vocabulary acquisition, with 81% of junior high school

students expressing enjoyment in the vocabulary learning process. Similarly, (Nurviyani et al., 2022) utilized a qualitative descriptive method to demonstrate that implementing drilling techniques through Virtual Reality (VR) media in vocabulary instruction motivated students to achieve vocabulary mastery. Furthermore, Putri (2022) concluded that the combination of drilling techniques with YouTube positively influenced students' vocabulary, fluency, and pronunciation. These studies highlight the effects of drilling techniques and technology on students' vocabulary acquisition. However, the specific implementation of drilling techniques both inside and outside the classroom, integrated with technology to enhance vocabulary mastery especially among primary-level students remains unclear. This gap motivates the researcher to conduct this study with the objective of improving students' vocabulary mastery. It is important to note that the effectiveness of a learning technique is not solely measured by improvements in student learning outcomes but also by students' responses to the method. Students who feel comfortable and enjoy the learning process tend to exhibit higher motivation (Hamzah et al., 2010). Therefore, understanding students' opinions regarding the use of drilling techniques integrated with technology through vocabulary videos in vocabulary learning is crucial. This study aims not only to enhance vocabulary mastery but also to explore students' perceptions of the use of integrated drilling techniques and technology in vocabulary learning.

## **1.2.Problem Identification**

According to observations and interviews done with fifth-graders at SD Negeri 1 Sibangkaja, there was an issues with vocabulary mastery. The list of student grades that were assessed in the prior grade shows this. The majority of students failed to meet the 75-point Minimum Passing Criteria (MCC). The teacher said that a number of reasons contributed to this. The first is that students don't want to read textbooks. Since the majority of students have not studied the subject at home, the instructor must nonetheless go over



it all in detail when teaching in class (teacher-centered). Additionally, teachers only use instructional material like videos or play online lesson games twice in a month, which is hardly the best use of technology. Instead of using technology, teachers typically use manual media, such as the chalkboard, to explain the lesson. They become bored as a result of this. Third, teacher-centered learning is still used by educators, which tends to make students less interested in learning. By recognizing these issues, this study intends to enhance vocabulary acquisition for grade 5 at SD Negeri 1 Sibangkaja by utilizing technology-integrated drilling approaches through vocabulary videos.

### **1.3. Research Limitation**

In light of the issues discussed earlier, this study specifically concentrates on employing technology-supported drilling techniques through vocabulary videos to improve vocabulary mastery among fifth-grade students at SD Negeri 1 Sibangkaja. This focus aims to ensure that the research is more targeted and comprehensive. Furthermore, the study seeks to explore perceptions regarding the use of technology-enhanced drilling methods with vocabulary videos to assist fifth-grade students at SD Negeri 1 Sibangkaja in becoming more proficient in their vocabulary mastery.

### **1.4. Research Questions**

1. Can fifth-grade students at SD Negeri 1 Sibangkaja improve their vocabulary mastery by using drilling techniques supported with vocabulary videos?
2. What are the students' opinions about using technology-based drilling methods with vocabulary videos to help them enhance their vocabulary mastery at SD Negeri 1 Sibangkaja?

### 1.5. Research Objectives

1. To increase vocabulary mastery among grade 5 students at SD Negeri 1 Sibangkaja by utilizing technology-enhanced drilling methods through vocabulary videos.
2. To find out what the students think about adopting technology-enhanced drilling methods using vocabulary videos to help fifth-grade students at SD Negeri 1 Sibangkaja become more proficient in vocabulary.

### 1.6. Research Significance

1. Theoretical Significance

The current theories on vocabulary drill methods and their implementation in elementary schools are anticipated to be expanded by this study. Since this topic tends to get less attention from other researchers, the final discussion of this study is anticipated to be one of the references regarding how vocabulary videos that combine technology and drilling techniques help students grasp vocabulary at the primary school level.

2. Practical Significance

- a. For the observed school

This research is expected to make a real contribution to the schools that are the subject of the study, particularly in improving the quality of learning. The results of this research can be used as a basis for evaluating and improving the teaching methods that have been implemented, especially in teaching English vocabulary.

- b. For teacher

For teachers, especially English teachers at the elementary school level, this research can serve as a reference in developing more effective and relevant learning strategies. The drilling technique combined with technology through

video vocabulary media is expected to enrich teaching approaches that are in line with the needs of today's students.

c. For students

This research also aims to have a positive impact on the learning process of students, especially in terms of vocabulary mastery. Through drilling techniques integrated with video media, students are expected to more easily understand, remember, and use vocabulary in appropriate contexts.

d. For readers

The results of this study are expected to provide useful information for readers, both academics and education practitioners, regarding the implementation of technology-based drilling techniques in vocabulary learning. Additionally, these findings can serve as a basis for consideration and reference in designing more contextual and engaging English language learning.

e. For the researchers

This research can serve as an initial reference for other researchers interested in developing similar studies, particularly regarding the use of technology-integrated drilling techniques in English language instruction at the elementary school level. These findings also present opportunities for further research in various contexts or with more diverse approaches.

### **1.7. Definition of Key Terms**

To help prevent misunderstandings, the following section provides clear definitions of the key terms used in this discussion.

1. Theoretical Definition

a. Vocabulary Mastery



According to (Huyen and Nga, 2003), vocabulary mastery refers to an individual's capacity to comprehend vocabulary within a language. This skill encompasses understanding the meaning of words, their pronunciation, spelling, and correct usage in context.

b. Drilling Techniques Integrated with Technology

Putri (2022) defines drilling techniques integrated with technology as repetitive teaching methods that employ digital media. These techniques are designed to enhance particular skills, such as English vocabulary, by providing focused and repeated practice through technological platforms and online sessions.

c. Vocabulary Videos

Conceptually, vocabulary videos serve as visual learning tools designed to introduce and reinforce vocabulary comprehension through the use of video content (Yawiloeng, 2020). These videos integrate audio-visual components such as images, text, and sound to offer a more interactive and engaging learning experience.

2. Operational Definition

a. Vocabulary Mastery

Vocabulary mastery refers to students' ability to recognize, pronounce, spell, and appropriately use words in context. At SD N 1 Sibangkaja, this mastery is assessed by evaluating how well students can identify and apply the vocabulary taught, whether through speaking, writing, conversation, or formal testing.

b. Drilling Technique Integrated with Technology

Operationally, this teaching method combines drilling techniques with technology to reinforce vocabulary learning through digital media. In practice, vocabulary videos from YouTube are shown during class and then shared in an online session via a WhatsApp group, allowing students to review and practice the material repeatedly at their own pace.

c. Vocabulary Videos

Practically, vocabulary videos refer to YouTube-based instructional materials that systematically introduce vocabulary within specific subject areas. These videos typically incorporate curated word lists, visual aids, audio demonstrations of pronunciation, and contextual example sentences. Additionally, they often provide interactive exercises designed to enhance students' retention, practice, and motivation in vocabulary acquisition

