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THE USE OF DRILLING TECHNIQUES INTEGRATED WITH TECHNOLOGY TO IMPROVE STUDENTS' VOCABULARY MASTERY AT SD NEGERI 9 KARANGASEM

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ABSTRACT

This research is a Classroom Action Research. The subjects in this study were fourth grade students of SD Negeri 9 Karangasem, totaling 20 students. The purpose of the research was to improve vocabulary mastery through drilling technique integrated with technology and to identify students' opinions about the implementation. Data collection techniques used vocabulary test and interview. The research procedure includes stages: planning, action, observation and reflection. Based on the results of the study, it can be concluded that through drilling techniques integrated with technology can improve students' vocabulary mastery. This is evident from the students' scores on the vocabulary test from the pre-test with a score of 61.25 to 78.25 in cycle I and 85 in cycle II with a record of all students exceeding the KKTP. In addition, all students stated that the use of drilling technique integrated with technology was very interesting, motivating and improved vocabulary mastery. Thus, it can be concluded that through drilling technique integrated with technology can improve students' vocabulary mastery in class IV of SD Negeri 9 Karangasem.

Keywords: Vocabulary mastery, drilling technique, technology integration, classroom action research.

INTRODUCTION

Vocabulary mastery is crucial for English proficiency, involving word meaning, pronunciation, spelling, and usage (Huyen Nguyen Thi Thanh & Nga Khuat Thi Thu,

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2003; Shejbalová Dana, 2006). At SD Negeri 9 Karangasem, 65% of fourth-grade students failed to meet the Minimum Completion Criteria due to factors like the absence of a dedicated English teacher, limited technology use, and teacher-centered methods. Young learners benefit from drilling techniques, a key part of the Audio-Lingual Method (ALM), which improves accuracy and retention through repetition.

Integrating technology, such as YouTube and WhatsApp, aligns with Indonesia's Merdeka Curriculum and enhances vocabulary learning. Despite existing research, gaps remain in implementing these methods for primary students, which this study aims to address. Observations and interviews at SD Negeri 9 Karangasem revealed that most fourth-grade students struggled with vocabulary mastery, with many failing to meet the Minimum Completion Criteria (KKTP) of 67. Key issues include the lack of a specialized English teacher, reliance on conventional teaching methods using textbooks and whiteboards, limited use of technology, and teacher-centered learning, which reduces student engagement (Halimah et al., 2021). To address these challenges, this study aims to enhance vocabulary mastery through drilling techniques integrated with technology using vocabulary videos.

Based on the problems described earlier, to make the research more focused and in-depth, this research only includes the implementation of a drilling techniques integrated with technology through vocabulary videos to improve students' vocabulary mastery at SD Negeri 9 Karangasem in fourth grade. Furthermore, this study is conducted to know the opinion toward the implementation of drilling techniques integrated with technology through vocabulary video to improve the students' vocabulary mastery of 4th grade at SD Negeri 9 Karangasem.

This study seeks to address two key research questions: (1) Can the use of drilling techniques integrated with technology through vocabulary videos improve the vocabulary mastery of fourth-grade students at SD Negeri 9 Karangasem? (2) What are the students' opinions on using drilling techniques integrated with technology through vocabulary videos to enhance their vocabulary mastery?

The objectives of this study are to improve the vocabulary mastery of fourth-grade students at SD Negeri 9 Karangasem through the use of drilling techniques integrated with technology using vocabulary videos and to identify the students' opinions regarding the implementation of these techniques in enhancing their vocabulary mastery. This research enriches studies on using technology-based drilling techniques with vocabulary videos in elementary schools. It helps improve teaching standards, supports teachers in vocabulary instruction, and enhances students'

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vocabulary mastery. Additionally, it serves as a reference for educators and future researchers.

THEORETICAL FRAMEWORK

Vocabulary is essential in mastering the four English skills: listening, speaking, reading, and writing (Asyiah, 2017). Research highlights its importance as a tool connecting these skills and as a basis for effective communication (Huyen Nguyen Thi Thanh & Nga Khuat Thi Thu, 2003; Richards Jack C. & Renandya Willy A., 2002). Vocabulary mastery encompasses understanding, pronunciation, spelling, and appropriate use of words in context (Nation, 2001). Vocabulary is categorized into high-frequency words, academic words, technical words, and low-frequency words, with this study focusing on high-frequency words relevant to daily life and elementary-level students.

Vocabulary is also classified by function: listening vocabulary (words understood when heard), speaking vocabulary (words actively used in speech), reading vocabulary (words recognized in text), and writing vocabulary (words used in writing). Listening and speaking vocabularies often support the development of reading and writing skills (Beitchman et al., 2008). This study emphasizes vocabulary types relevant to listening, speaking, writing, and reading, using multiple-choice tests to assess understanding (Iskandar et al., 2024). Recognizing vocabulary's critical role in language learning, teachers must employ effective techniques and media to enhance students' learning and mastery.

Characteristics of Young Learners

Young learners, aged 7-15 years, differ from adults in how they learn and process language due to their unique cognitive, social, and emotional development (Lelawati et al., 2018). They learn faster by imitating and repeating, making them well-suited to techniques like drilling for memorizing vocabulary (Lucas et al., 2014). However, their shorter attention spans require interactive and visually engaging materials, such as videos, to maintain focus and enhance understanding (Naidi et al., 2023). Fun, colorful, and engaging content can also boost their motivation and enthusiasm for learning (Meidi et al., 2023).

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Drilling Techniques

Drilling techniques, a key aspect of the Audio-Lingual Method, emphasize repetitive practice to strengthen language skills and memory (Freeman & Marti, 2013; Setiyadi Ag. Bambang, 2020). This method enhances vocabulary and language structure mastery, promotes fluency, improves pronunciation, and builds confidence through repetition (Mendrofa et al., 2022). Drilling creates a structured learning environment, helping students retain information longer and reducing errors (Mulyono et al., 2023).

Freeman and Marti (2013) identify various drill types, including repetition, response, completion, translation, and expansion drills, which were chosen for this study. These drills involve repeating words or phrases, responding to prompts, completing sentences, translating vocabulary, and expanding sentences (Helmie, 2022). They are simple and effective for beginner-level learners, ensuring active engagement and improved language comprehension.

Drilling Techniques Integrated with Technology

The integration of technology in language teaching has become essential. Tools like WhatsApp, Edmodo, and Telegram have been shown to enhance students' vocabulary and engagement (Hamad, 2017; Talha Mohamed Idris et al., 2022). YouTube-based videos are particularly effective in boosting vocabulary for elementary school students (Sorohiti et al., 2024). Moreover, combining drilling techniques with digital platforms, such as YouTube and WhatsApp, has been proven to positively impact students' vocabulary, fluency, and pronunciation (Putri, 2022). This integration provides repeated exposure to vocabulary, enhancing learning outcomes.

Vocabulary Videos

Vocabulary videos are effective for young learners, as they engage students with audiovisual content, enhancing vocabulary, pronunciation, and comprehension (Alhamami, 2016; Yawiloeng, 2020). Studies show that videos make learning more engaging and easier to understand, improving retention through visual and audio stimulation (Kafle & Lecturer, 2022; Muñoz et al., 2023). YouTube, with its interactive features like subtitles and graphics, motivates students and supports independent learning, allowing them to access videos anytime (Chien et al., 2020; Kabooha & Elyas, 2018; Sorohiti et al., 2024; Tahmina, 2023).

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Procedure of Teaching Vocabulary

The vocabulary teaching procedure using drilling techniques with vocabulary videos involves several steps: the teacher shows vocabulary videos with repeated playback, students practice pronunciation, respond to questions using simple sentences, and write words on the board. Exercises like completing sentences and translating words are given, and the video link is shared via WhatsApp for home study. At home, students practice pronunciation, remember meanings, and take notes. Enrichment tasks include translating words and creating sentences.

Students' Opinion

This study explores students' opinions on using drilling techniques with vocabulary videos to improve vocabulary mastery. Technology integration, particularly videos, aims to boost motivation, engagement, and memory retention. Previous research highlighted benefits such as improved classroom atmosphere, increased interest, and better vocabulary achievement, guiding this study's exploration.

Empirical Review

Several studies have explored the impact of drilling techniques on vocabulary mastery in primary students. Laily and Febrianingrum (2023) and Hidayat et al. (2022) found that drilling improved vocabulary mastery and pronunciation. Mulyono et al. (2023) also reported improved motivation and vocabulary mastery. Further research on integrating technology with drilling techniques showed positive effects, such as Halimah et al. (2022) using VR and Putri (2022) using YouTube for vocabulary improvement. However, the combined use of drilling techniques with technology, specifically vocabulary videos, remains underexplored. This research aims to investigate this approach for enhancing vocabulary mastery in primary students.

METHOD

This study uses Classroom Action Research (CAR) to improve students' vocabulary mastery through a cyclical process. The research follows a modified version of the model by (Kemmis et al., 2019), consisting of four phases: planning, action, observation, and reflection.

1. Planning: The researcher and teacher prepare lesson plans, including teaching modules, media, and materials. The lesson focuses on the topic "What are you doing?" using YouTube vocabulary videos. Success is measured by student scores surpassing the Minimum Completion Criteria (KKTP) of 67.

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2. Action: The researcher follows the lesson plan over three cycles, where students repeatedly practice vocabulary using videos, write words on the whiteboard, and complete various drills like repetition, response, completion, translation, and expansion. Vocabulary videos are also sent through WhatsApp for home study.
3. Observation: The researcher records classroom and online session data, noting students' participation, enthusiasm, ability to mimic pronunciation, and errors. These observations help guide the reflection phase.
4. Reflection: The researcher evaluates student progress by analyzing the mean scores across cycles. If students' scores increase and exceed the KKTP, the research is deemed successful. Weaknesses are identified and addressed in the next cycle.

The study was conducted with 20 fourth-grade students at SD Negeri 9 Karangasem in Bali during the 2024/2025 academic year. The school provided necessary facilities, and students, though familiar with YouTube, had not used videos for learning English vocabulary. Preliminary observations showed low vocabulary mastery.

Data Collection Methods

Vocabulary Test

The study used both pre-test and post-test to measure vocabulary knowledge. A pre-test, as described by (Berry, 2008), was conducted before the learning process to assess students' initial knowledge and motivate them for better learning outcomes. The post-test, as explained by (Malik & Alam, 2019) was given after the learning process to evaluate the knowledge gained and determine any improvement in students' understanding, by comparing the mean scores of both tests.

Observation

According to (Kawulich Barbara, 2012), observation is a method used to assess people and events, often in sociological research through participant observation. In this study, the researcher observed and recorded student activities during the learning process to gather data on their ability to answer questions and their behavior.

Interview

According to (Adhabi & Anozie, 2017), an interview is a method used to collect information about participants' opinions on a topic. In this study, the researcher aims to

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understand students' views on using drilling techniques integrated with technology through vocabulary videos to improve vocabulary mastery.

Research Instruments

Vocabulary Test

The vocabulary test includes a pre-test and post-test. The pre-test will be conducted before the action phase to assess students' initial vocabulary mastery. It will consist of 20 multiple-choice questions on the "What are you doing?" material, helping identify students' vocabulary weaknesses before using the drilling technique integrated with vocabulary videos.

Table 1. Blue Print of Vocabulary-Test

No.	Lingkup Materi	Materi	Level Kognitif	Indikator Soal	Jumlah soal	No. Soal	Bentuk Soal
1.	What are you doing?	Menyebutkan action verb yang ada di sekolah	C1	1. Siswa dapat mengetahui arti kata tentang action verb.	3	1, 4, 12	PG
			C2	2. Siswa dapat menentukan penggunaan vocabulary sesuai konteks.	4	6,7, 8, 16,	
			C3	3. Siswa dapat mengaplikasikan pemahaman dengan menyusun *jumbled letters* menjadi kata yang benar.	1	20	
2.	What are you doing?	Menyebutkan action verb yang ada di rumah	C1	1. Siswa dapat mengetahui arti kata tentang action verb.	2	5, 17	PG

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			C2	2. Siswa dapat menentukan penggunaan vocabulary sesuai konteks.	4	3, 10, 13, 14	
			C3	3. Siswa dapat mengaplikasikan pemahaman dengan menyusun *jumbled letters* menjadi kata yang benar..	1	18	
			C1	1. Siswa dapat mengetahui arti kata tentang action verb.	2	9, 11	
3.	What are you doing?	Menyebutkan action verb yang ada di lingkungan bermain	C2	2. Siswa dapat menentukan penggunaan vocabulary sesuai konteks.	2	2, 15	PG
			C3	3. Siswa dapat mengaplikasikan pemahaman dengan menyusun *jumbled letters* menjadi kata yang benar.	1	19	

The post-test assessed the effectiveness of drilling techniques with vocabulary videos in improving students' vocabulary mastery. Success was defined by score increases across cycles and meeting the KKTP of 67. It included 20 multiple-choice questions on the "What are you doing?" material, similar to the pre-test but with different numbering.

Interview guide

The interview guide gathered students' opinions on using drilling techniques integrated with vocabulary videos to enhance vocabulary mastery at SD Negeri 9

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Karangasem, providing insights into their learning experiences. The drilling techniques were reported to create a conducive classroom environment, increase student interest, motivate English learning, benefit vocabulary acquisition, and improve student achievement. Additionally, teaching modules were used to guide teachers in delivering material effectively, while field notes documented student activities, behaviors, challenges, and reflections, offering valuable insights into the effectiveness of the teaching methods.

Instrument Validity

This research used the Gregory formula, as proposed by Gregory (cited by Retnawati, 2016), to assess the content validity of the items. The formula compares the number of items validated by two experts with strong relevance to the overall item category. After validation by the experts, the Gregory formula is applied to analyze the items.

$$Vi = \frac{D}{A + B + C + D}$$

Notes:

Vi: Validity content

A: Both experts disagree

B: Expert I disagree, Expert II agrees

C: Expert I agree, Expert II disagrees

D: Both experts agree

Table 2. Gregory Formula

Gregory Table		**Expert I**	
		Irrelevant	Relevant
Expert II	Irrelevant	A (--)	B (-+)
	Relevant	C (+-)	D (++)

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The calculation results obtained from Gregory Formula are compared with the validity criteria table.

Table 3. Criteria of Content Validity

Criteria of Content Validity	
Correlation coefficient	Validity Criteria
0.8 – 1	Very High Validity
0.6 – 0.79	High Validity
0.40 – 0.59	Moderate Validity
0.20 – 0.39	Low Validity
0.00 – 0.19	Very Low Validity

Data Analysis

The study employed both quantitative and qualitative approaches. Quantitative analysis used descriptive statistics (mean, median, mode) to evaluate vocabulary achievement from pre- and post-tests. Qualitative analysis involved thematic analysis of student interviews to explore their experiences with drilling techniques and technology, uncovering challenges, benefits, and insights into their learning journey. This mixed approach provided a comprehensive understanding of vocabulary mastery and learning experiences.

The Indicator of Success

The success of the CAR process in this study is determined by students achieving the Minimum Completion Criteria (KKTP) of 67, as set by the school. Students are considered successful if they score 67 or higher on the vocabulary mastery test following the learning process using the drilling technique integrated with technology.

FINDINGS AND DISCUSSION

Findings of The Preliminary Study.

1. The Result of the Pre-Test

Before entering the acting phase in Classroom Action Research, students were given a vocabulary-test to answer with 20 multiple choice questions which was held on Saturday, November 02, 2024.

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The results of the pre-test are shown in the following table:

Table 4. The Students Score of Pre-Test

No.	Students' Name	Score
1.	S1	60*
2.	S2	70
3.	S3	75
4.	S4	55*
5.	S5	20*
6.	S6	45*
7.	S7	80
8.	S8	60*
9.	S9	70
10.	S10	75
11.	S11	70
12.	S12	55*
13.	S13	35*
14.	S14	50*
15.	S15	75
16.	S16	60*
17.	S17	65*
18.	S18	60*
19.	S19	65*
20.	S20	80
	Total	**1225**
	Mean	**61, 25**
	Median	**62.5**
	Mode	**60**

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** The students who did not pass the Minimum Mastery Criteria of 67*

The pre-test revealed a mean and median score of 61.25, with a mode of 60. Only 44% of students met the minimum mastery criteria of 67, while 56% (12 students) did not. Scores ranged from 35 to 80, indicating that many students struggled with vocabulary mastery.

Findings on The First Cycle

1. Planning

   Researchers and teachers collaboratively designed lesson plans, including teaching modules, worksheets, field notes, and interview guides. Vocabulary videos from YouTube were integrated to support the theme "What are you doing?" and enhance Grade 4 students' English vocabulary. Success criteria aimed for students to exceed the Minimum Completion Criteria (KKTP) score of 67.
2. Action

   The action phase consisted of three lessons in classroom and online settings. Students practiced action verbs using videos, drills, and worksheets, followed by online exercises and assignments via WhatsApp and Google Forms. Subsequent lessons expanded vocabulary through exercises and discussions. Efforts focused on engaging low-achieving students to enhance their participation.
3. Observation

   Field notes documented student progress and challenges. In the first meeting, students were enthusiastic but struggled with vocabulary and pronunciation, with some needing extra support. Online sessions revealed inconsistent assignment submissions and pronunciation errors. By the second meeting, pronunciation improved, and most succeeded in exercises, though some faced difficulties with Google Forms. In the third meeting, students showed better focus and participation, with continued progress in vocabulary usage despite a few challenges in pronunciation and sentence formation. Online assignments were mostly completed successfully.

   After the first, second and third meetings, post-test 1 was conducted on the following meeting. Post-test 1 aims to assess students' vocabulary mastery. The results of the post-test 1 are shown in the following table:

Table 5. The Students Score of Post-Test 1

No.	Students' Name	Score
1.	S1	70

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2.	S2	75
3.	S3	80
4.	S4	75
5.	S5	65*
6.	S6	70
7.	S7	95
8.	S8	75
9.	S9	80
10.	S10	90
11.	S11	90
12.	S12	80
13.	S13	55*
14.	S14	75
15.	S15	85
16.	S16	75
17.	S17	75
18.	S18	85
19.	S19	80
20.	S20	90
	Total	**1565**
	Mean	**78, 25**
	Median	**77,5**
	Mode	**75**

** The students who did not pass the Minimum Mastery Criteria of 67*

Based on the data from the post-test 1 results, the mean score achieved by the students was 78.25, with a median score of 77.5 and a mode of 75, which appeared six times. Additionally, 90% of the students (18 out of 20) met or exceeded the minimum completion criteria of 67, while 10% (2 students) scored below the standard. The scores ranged between 55 as the lowest and 95 as the

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highest. These results indicate that only two students still need improvement to meet the minimum completion criteria (KKTP).

4. Reflection

Based on the observation results, students showed overall improvement in vocabulary mastery, with the average score increasing from 61.25 in the pre-test to 78.25 in the post-test. However, two students did not meet the Minimum Completion Criteria (KKTP) of 67, struggling with vocabulary retention, especially meaning and spelling. Factors influencing their progress were noted:

1. Some students lacked discipline in note-taking, hindering vocabulary retention.
2. Distractions from peers led to loss of focus during lessons.
3. Difficulty with spelling still existed.
4. Two students had trouble remembering word meanings.

For the next cycle, corrective actions include:

1. Reinforcing note-taking discipline by rewarding good practices and conducting random notebook checks.
2. Rearranging seating to minimize distractions and including short breaks to refocus students.
3. Adding more spelling practice in each session.
4. Adopting interactive methods like role-playing and quizzes to help students who struggle with meaning, providing more engaging and practical experiences.

Findings on The Second Cycle

1. Planning

The planning phase of Cycle 2 addressed weaknesses from the first cycle and aimed to optimize learning outcomes. Activities were designed using drilling techniques, incorporating new vocabulary videos, worksheets, and engaging

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strategies like role plays and interactive quizzes. Note-taking discipline and engagement were prioritized, with plans for both classroom and online sessions.

2. Action

   a. First Meeting (Nov 22, 2024):

      Students began with an engaging singing activity followed by vocabulary drills using videos. Nine low-achieving students received additional guidance through role plays and sentence-making exercises. Vocabulary records were checked, and incomplete notes were addressed. Exercises and online voice-note pronunciation tasks were completed with teacher feedback.

   b. Second Meeting (Nov 23, 2024):

      Students participated in turn-based vocabulary drills, group role-plays, and spelling practice through dictation. Online activities involved completion drills using Google Forms, focusing on vocabulary context.

   c. Third Meeting (Nov 29, 2024):

      Vocabulary practice continued with muted video guessing, sentence creation, and writing tasks. Students participated in an interactive Quizizz session, followed by online quiz activities.

3. Observation

   a. First Meeting:

      Students showed enthusiasm and progress, with nine previously low-achieving students performing well in guessing, pronouncing, and writing vocabulary. Role plays boosted engagement, and exercises were completed with no errors. Online tasks were done seriously, with correct submissions.

   b. Second Meeting:

      Some students initially caused distractions, which were resolved by rearranging seats. Group activities fostered interaction, and spelling tasks showed overall improvement despite minor errors by two students. Online completion drills had perfect results.

   c. Third Meeting:

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Students confidently participated in vocabulary tasks and showed enthusiasm during Quizizz activities. Both in-class and online quiz results were flawless, reflecting consistent progress and mastery of vocabulary.

Cycle 2 demonstrated significant improvement in vocabulary mastery, student engagement, and classroom management, with positive results from both in-class and online activities. After the first, second and third meetings, post-test 2 was conducted on the following meeting. Post-test 2 aims to assess students' vocabulary mastery. The results of the post-test are shown in the following table:

Table 6. The Students Score of Post-Test 2

No.	Students' Name	Score
1.	S1	70
2.	S2	85
3.	S3	85
4.	S4	80
5.	S5	70
6.	S6	75
7.	S7	100
8.	S8	75
9.	S9	100
10.	S10	90
11.	S11	100
12.	S12	95
13.	S13	70
14.	S14	85
15.	S15	100
16.	S16	80
17.	S17	80
18.	S18	80
19.	S19	80
20.	S20	100

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Total	**1700**
Mean	**85**
Median	**82,5**
Mode	**80 and 100**

** The students who did not pass the Minimum Mastery Criteria of 67*

Based on the test results of post-test 2, the students achieved the mean score of 85, with a median score of 82.5. The mode of the scores was 80 and 100, both of which appeared five times. All 20 students (100%) met or exceeded the minimum mastery criteria of 67. The scores varied from a low of 70 to a high of 100. These outcomes indicate that every student has reached the required level of vocabulary mastery.

4. Reflecting

   The average vocabulary mastery score improved from 78.25 in post-test 1 to 85 in post-test 2, with all students meeting the Minimum Completion Criteria (KKTP). Fieldnotes highlighted high enthusiasm, active participation, and improved vocabulary usage in context, both orally and in writing. The integration of drilling techniques with technology proved effective, achieving the objectives of Cycle 2 and demonstrating significant student progress.

Findings After Implementing the Action

The Result of The Observation

In Cycle 1 (November 8, 9, and 15, 2024), challenges included student confusion during brainstorming, frequent use of Indonesian, shyness, and distractions. Some students failed to submit assignments, struggled with pronunciation, and relied on notes during drills. While there was gradual improvement in pronunciation and task completion, engagement and accuracy remained inconsistent.

In Cycle 2 (November 22, 23, and 29, 2024), the learning process improved significantly. Students were more enthusiastic, engaged, and demonstrated better focus, aided by seating adjustments. Vocabulary acquisition improved through active participation in drills and tasks, with students confidently guessing vocabulary, constructing sentences, and writing accurately. The use of vocabulary videos and drilling techniques proved effective in enhancing vocabulary mastery.

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The Result of the Post-Test

The vocabulary test results from cycle to cycle showed an increase. This can be seen through the following table:

Table 7. The students' scores of Pre-test, Post-test 1, and Post-test 2

No.	Students' Name	Pre-test	Post-test 1	Post-test 2
1.	S1	60*	70	70
2.	S2	70	75	85
3.	S3	75	80	85
4.	S4	55*	75	80
5.	S5	20*	65*	70
6.	S6	45*	70	75
7.	S7	80	95	100
8.	S8	60*	75	75
9.	S9	70	80	100
10.	S10	75	90	90
11.	S11	70	90	100
12.	S12	50*	80	95
13.	S13	35*	55*	70
14.	S14	55*	75	85
15.	S15	75	85	100
16.	S16	60*	75	80
17.	S17	65*	75	80
18.	S18	60*	85	80
19.	S19	65*	80	80
20.	S20	80	90	100
	Total	**1225**	**1565**	**1700**
	Mean Score	**61.25**	**78.25**	**85**
	Median	**62.5**	**77.5**	**82.5**
	Mode	**60**	**75**	**80 and 100**

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Based on the vocabulary test data, there was an increase in students' mean score from pre-test to post-test. In the pre-test, the students' mean score was 61.25, indicating a level of mastery that still needed to be improved. In post-test 1, the mean score increased to 78.25, showing an increase of 27.7%. This shows considerable progress after the learning action between the pre-test and post-test 1 but there were two students whose scores had not reached the KKTP. Furthermore, in post-test 2, the mean score increased again to 85, with an increase of 8.63% compared to post-test 1. The data also shows that all students' scores exceeded the KKTP. This indicates a consistent progress in mastering the material. Overall, this data indicates that students' vocabulary mastery has improved. Finally, the class action research conducted has been successful. The increase in scores in each cycle can be seen in the graph below:

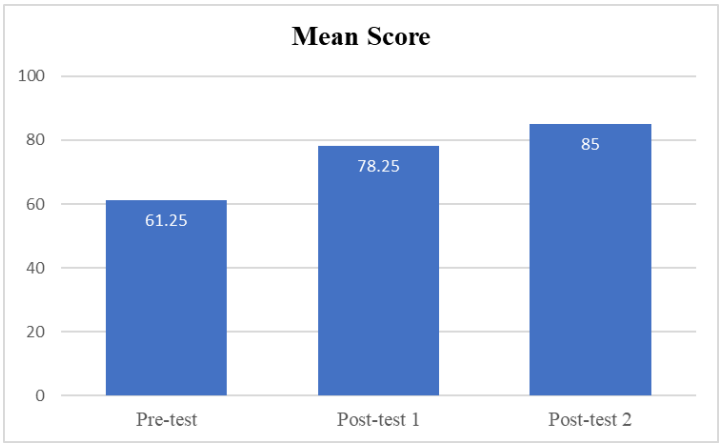

Figure 1. The Students' Improvement in Vocabulary Achievement Score

The Result of The Interview

This study aimed to understand students' opinions on using drilling techniques integrated with technology for English learning in grade four. Interviews were conducted and analyzed using qualitative thematic analysis, revealing six key themes:

1. Classroom Learning Atmosphere

   Students found vocabulary videos created a fun, dynamic, and interactive classroom environment. Responses highlighted that the videos reduced boredom and made learning more engaging and relaxed.
2. Learning Interest

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Vocabulary videos increased students' enthusiasm for learning. The interactive nature of videos motivated students to explore new words and look forward to learning sessions.

3. Benefits of Vocabulary Learning

   Students reported that the drilling technique with vocabulary videos improved their retention and understanding of new words. The combination of visuals and repetition made learning effective and long-lasting.

4. Improvement in Vocabulary Achievement

   Students noticed significant improvements in their vocabulary skills, making it easier to complete assignments and tests. They could remember and apply words in the correct context.

5. Positive Use of Gadgets

   The study highlighted a shift in how students used gadgets, transitioning from entertainment to productive learning. Vocabulary videos became a constructive way to utilize mobile phones.

6. Challenges in Online Learning

   While many students had access to their own devices, some faced challenges, such as sharing phones with parents or dealing with unstable internet connections. Parental support played a crucial role in facilitating effective learning.

Discussions

The study assessed the improvement of vocabulary mastery among fourth-grade students at SD Negeri 9 Karangasem through drilling techniques integrated with vocabulary videos. Results showed significant progress, with mean scores increasing from 61.25 (pre-test) to 85 (post-test 2), and all students surpassing the minimum standard.

Key findings include:

1. Improved Vocabulary Mastery: Students' vocabulary, pronunciation, and sentence construction significantly improved through repeated practice with vocabulary videos.

2. Increased Engagement and Motivation: Students were highly engaged and motivated, with multimedia videos preventing boredom and encouraging participation.

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3. Positive Student Responses: Students found learning fun and felt more confident in speaking and learning new words, with WhatsApp facilitating feedback and interaction.
4. Independent Learning at Home: Students engaged with videos at home, using phones for educational purposes despite challenges with internet access.
5. Repetition and Retention: Repeated exposure to videos helped reinforce word recall and improve long-term retention.

Drilling techniques with vocabulary videos proved effective in enhancing vocabulary mastery, supporting behaviorism theory, and creating an engaging learning environment both in class and at home.

CONCLUSION

The implementation of drilling techniques integrated with technology for 4th-grade students at SD N 9 Karangasem in the 2024/2025 academic year successfully improved their vocabulary mastery. Classroom observations showed progress in students' recognition, pronunciation, spelling, and usage of vocabulary, both in-class and during online sessions. Test scores increased from 61.25 in the pre-test to 78.25 in the first cycle and 85 in the second cycle, with all students surpassing the KKTP. Additionally, students found the use of vocabulary videos engaging, motivating, and helpful in improving their vocabulary skills.

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