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THE USE OF DRILLING TECHNIQUES INTEGRATED WITH TECHNOLOGY TO IMPROVE STUDENTS' VOCABULARY MASTERY AT SD NEGERI 3 DALUNG

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ABSTRACT

This study aims to improve the mastery of English vocabulary of fourth grade students of SD Negeri 3 Dalung through drilling techniques integrated with technology in the form of vocabulary videos. The drilling technique was chosen because it is effective in improving students' memory through repetition of material, while the technology in the form of videos provides an interactive and interesting learning experience. The research method used is Classroom Action Research (CAR) with two cycles, where each cycle consists of the stages of planning, action, observation, and reflection. Data were collected through vocabulary tests, observations, and interviews. The results showed that the use of drilling techniques integrated with vocabulary videos significantly improved students' vocabulary acquisition. At the end of the second cycle, the number of students who reached the Minimum Completion Criteria (KKM) increased significantly compared to the first cycle. In addition, students showed improvement in confidence and active participation during the learning process. The use of technology through video media also enriched students' learning experience and motivated them to better understand English vocabulary. The findings provide practical implications for teachers to adopt technology-based learning methods to support students' vocabulary acquisition effectively.
Keywords: Vocabulary acquisition, drilling technique, technology, vocabulary video, Classroom Action Research.

INTRODUCTION

English is essential for communication and plays a significant role in globalization, as emphasized by (Alivia et al., 2022). At SD Negeri 3 Dalung, students face challenges due to limited vocabulary, lack of an English teacher, and reliance on companion books. Many students struggle with understanding material and translating words, highlighting the need for effective vocabulary learning strategies.

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With 70% of students not meeting the Minimum Completion Criteria (KKM), traditional teaching methods have proven ineffective. To address this, the researcher proposes using drilling techniques integrated with technology, such as vocabulary videos shared via WhatsApp, to improve vocabulary mastery and engage students in English learning. The research identifies challenges faced by fourth-grade students at SD Negeri 3 Dalung, including the lack of a dedicated English teacher, limited learning time, low enthusiasm, and ineffective traditional teaching methods. The study aims to explore the effectiveness of combining drilling techniques with vocabulary videos to improve students' vocabulary mastery and engagement. The study explores whether a drilling technique with vocabulary videos can improve students' vocabulary mastery and examines students' opinions on this method at SD Negeri 3 Dalung. The study's limitation is limited to the fourth-grade students of SD Negeri 3 Dalung. This study focused on integrating drilling techniques with technology through vocabulary videos to improve students' vocabulary mastery.

THEORETICAL FRAMEWORK
Vocabulary

Vocabulary is essential for language comprehension and communication, involving the ability to recognize, understand, and use words in both spoken and written forms (Munawir et al., 2022; Nation, 2001). Mastery requires understanding meanings, grammar, and context. A strong vocabulary is crucial for proficiency in English, as it supports reading, writing, and speaking skills, and students with a larger vocabulary perform better in language learning (Iskandar, Helmie, and Saepuloh 2024).

Characteristics of young learners

Young learners, aged 6 to 12, are divided into lower (grades 1-3) and upper (grades 4-6) classes (Aslamiah, 2022). They are active learners, engaging through their senses, and interested in real-world activities. Their characteristics include learning by doing, being creative, and having limited focus. They learn best through active, enjoyable activities and tend to have distinct learning styles: auditory (discussing and listening), visual (watching and observing), and kinesthetic (learning through movement and hands-on activities).

Vocabulary Video

Vocabulary videos are instructional tools that enhance language skills by explaining meanings, pronunciation, and usage. Teaching young learners requires different skills from teaching adults, with special methods needed for second or foreign language acquisition (Hariyono, 2020; Ramadhani Astuti P, 2015). Videos benefit students by improving comprehension, vocabulary, and grammar (Kabooha & Elyas, 2018; Yawiloeng, 2020). They are engaging, easy to access, and incorporate various multimedia to aid learning (Yawiloeng, 2020). Videos, as a modern

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pedagogical tool, are effective for vocabulary teaching and are integrated into learners' daily lives (Sismona, 2020).

Drilling Techniques

Drilling is a teaching method where students listen to a model (teacher, tape, or peer) and repeat what they hear to reinforce learning. It aims to develop accuracy, flexibility, and skills through regular repetition and positive reinforcement (Juwitawati & Pratiwi, 2018; Kani et al., 2015). Drilling techniques help students retain knowledge, build confidence, and make learning automatic (Helmie 2022). Different drills, such as Backward Build-Up, Repetition, Chain, and Substitution Drills, are used to improve vocabulary mastery and help students apply language in various contexts (Fauzia & Lolita, 2018). The researcher selected Repetition Drills to suit the students' needs and classroom dynamics.

Drilling Techniques Integrated with Technology

Drilling techniques, which focus on habit-building and learning grammatical structures, can be enhanced with videos to help students grasp complex concepts and engage diverse learners (Mayer & Mareno Roxana, 1999). YouTube offers accessible, short videos, making it an ideal resource for classrooms with time constraints (Kabooha & Elyas, 2018). The combination of drilling and technology can improve its effectiveness, making learning more engaging, personalized, and efficient, aligning with the learning patterns of the Net Generation (Bonk, n.d.).

Procedure of Teaching Vocabulary Videos

Watching videos positively impacts vocabulary learning and incidental vocabulary development (AMIRREZA, 2019). During the treatment, the researcher observed that students struggled to recall English terms for daily activities. After watching a video on everyday habits, the teacher helped refresh their memory, confirming their recollection by asking them to list various tasks.

Students Opinion

Opinion, as defined by Cutlip and Center, is a statement of attitude based on individual views, leading to varying assessments. Opinions are subjective and can be expressed verbally (written or oral) or through behavior, actions, and body language. They may be communicated directly or indirectly and interpreted through word choices or non-verbal cues. In educational settings, students' opinions on using technology can influence its adoption and effectiveness in learning.

Empirical Review

Several studies have shown positive results in using drilling techniques and videos to improve students' vocabulary mastery. Research by (Laily &

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Febrianingrum, 2023) found that repetition drills improved vocabulary among students. Highlighted drilling's benefits for low-proficiency students in ESL classrooms. Studies by (Siahaan et al., 2024; Yusuf et al., 2023) also demonstrated the positive impact of drilling on vocabulary. Regarding videos, (Kabooha & Elyas, 2018; Sismona, 2020), and others found YouTube to be an effective tool for enhancing vocabulary learning. However, no study has integrated drilling techniques with technology, such as using WhatsApp groups to share vocabulary videos (Helmie, Salsabila, and Aini 2024). This study aims to combine both methods, allowing students to access videos anytime and anywhere to improve vocabulary mastery.

METHOD
The study utilized a Classroom Action Research (CAR) design to enhance student learning and teaching practices. The research followed a cyclical process of planning, action, observation, and reflection. In the planning phase, material selection, pre-tests, post-tests, and a researcher diary were prepared. During the action phase, YouTube vocabulary videos were used to teach verbs, and students engaged in activities such as guessing verbs from pictures, repeating words aloud, and writing them on the board. The videos were shared via WhatsApp for home study. Observation involved monitoring students' participation, understanding, and responses to the learning activities, while reflection focused on evaluating students' progress through pre- and post-tests and feedback to assess improvements in vocabulary mastery. This research was be carried out in SD Negeri. 3 Dalung. This study focused on fourth-grade students in class IV A at SD Negeri. 3 Dalung during the academic year 2024/2025. There were 29 students, including 12 males and 17 females. The students had overall English aptitude, but most had trouble understanding the material due to a lack of mastery of vocabulary.

The data required for this study is a pre-test and a post-test. The researcher performed a pre-test before doing the treatment. Following the treatment, the researcher administered a post-test. The researcher then compares the results of the pretest and posttest. The mechanism for gathering data was clarified as follows:

Vocabulary Test
Pre-tests can be used at the start of a course to set a topic knowledge baseline and assess the level of comprehension of required content. Before using the teaching strategies, students were given a pre-test to assess their mastery of English vocabulary. This data was acquired by monitoring vocabulary problems in an English language learning class.

A post-test is a valuable assessment tool for improving student learning by gathering information about a course or teaching program for future decision-making (Malik Tayyaba, 2019). In this post-test, it was be seen whether students experience an increase in vocabulary mastery after receiving treatment.

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Observation

Observation is a technique used in social sciences to gather information about individuals, processes, and civilizations. It is also a tool used regularly to collect data by teacher researchers in classrooms, social workers in community settings, and psychologists monitoring human behavior. This observation yielded data in the form of a list of student grades, serving as the study reference. Based on the data acquired, the researcher can proceed to the next phase of applying drilling techniques integrated with technology through vocabulary videos to students. Data collection was done during the preliminary observation.

Interview

An interview is a type of consultation in which this study aims to learn more about an issue perceived by the individual being interviewed. In research, this type of consultation is motivated by a legitimate aim (Adhabi & Anozie, 2017). Following each cycle, data was collected through interviews. The study aimed to assess the opinion of drilling techniques with technology through vocabulary videos on students' vocabulary mastery. The interview included open-ended questions to allow students to share their opinions regarding the treatments.

Research Instrument

In this section, the researcher discussed the instruments utilized in this research. The researcher employed several instruments.

Pre-*Test*

The pre-test supplied the researcher with preliminary data on the student's vocabulary mastery. It was administered before the treatment using a vocabulary video. The questions given during the pre-test term concern the daily activities students usually do at the exact time and place. There are 20 multiple-choice questions with a related picture of the activities.

Post-Test

The post-test assessed whether Drilling Techniques Integrated with Technology through Vocabulary Videos improve students' vocabulary mastery. This test uses similar questions from the pre-test but still incorporates vocabulary videos learned through drilling techniques. The test result is complete when the post-test score exceeds the pre-test average.

Table 1. Blue Print of Vocabulary Test

No.	Materi	Level Kognitif	Indikator	Bentuk soal	No. Soal

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	C1	Siswa dapat mengidentifikasi kegiatan sehari – sehari (daily activity) yang telah ditampilkan pada gambar dengan benar		1,2,3,4,5
Cici Cook at the Kitchen	C2	Siswa dapat menentukan kegiatan sehari – sehari yang dilakukan sesuai konteks	Pilihan ganda	6,7,8,9,10,11,12,16,17,18,19,20
	C3	Siswa dapat merangkai kata acak menjadi kalimat kegiatan sehari – hari dengan benar		13,14,15

Interview Guides

The students were given an attitude questionnaire to gather their opinions on implementing the drilling technique integrated with technology through vocabulary videos. This survey aimed to collect student feedback on the treatment. Additionally, the study utilized tools to support the assessment process during the research. These included a teaching module, which is a unit organized around specific learning objectives and tailored to students' needs to enhance learning outcomes. The study also used the researcher's fieldnotes, a diary documenting students' classroom activities, identifying key moments in the learning process, and tracking challenges encountered by students. These fieldnotes provided valuable qualitative data for the research.

Instrument Validity

According to Gregory, the Gregory formula is the expert agreement index for content validity that compares the number of items from two experts as validators who are highly relevant to the category of the total items. After two experts validated the items, they were examined using the Gregory formula. The Gregory formula is shown below:

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

Notes:
Vi: Validity content
A: Both experts disagree
B: Expert I Disagrees, Expert II agrees

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C: Expert I agrees, and 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 (++)

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

This study used descriptive statistics (SPSS) to calculate students' scores' mean, median, mode, and frequency distribution. This helps to see how well the drilling technique integrated with technology through vocabulary videos to improve students' vocabulary mastery in fourth grade at SD Negeri 3 Dalung. Also, this study used qualitative analysis to analyze students' opinions regarding using drilling techniques integrated with technology through vocabulary videos to improve students' vocabulary mastery in fourth grade at SD Negeri 3 Dalung. This was using thematic analysis to analyze data from interviews. The researcher identified themes or patterns from the students' answers regarding their experiences with the action applied.

Indicator of success

The indicator for the success of the action carried out with the use of drilling techniques integrated with technology through vocabulary videos to improve students' vocabulary mastery in fourth grade at SD Negeri 3 Dalung, whether students can identify vocabulary, especially daily activities verbs, through questions that will be given in the pre-test and post-test and whether there is an improvement from the two tests. The study was successful if students' scores increased from cycle to cycle and met the Minimum Mastery Criterion of 70.

FINDINGS AND DISCUSSION
Findings of the Preliminary Observation

This study used classroom action research to present findings and discussion sessions. It occurred in grade IV SD N 3 Dalung in the 2023/2024 school year.

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Table 4. Student's pre-test scores

No	Student	Score
1.	Student 1	55
2.	Student 2	50
3.	Student 3	40
4.	Student 4	55
5.	Student 5	90
6.	Student 6	75
7.	Student 7	35
8.	Student 8	60
9.	Student 9	80
10.	Student 10	50
11.	Student 11	65
12.	Student 12	45
13.	Student 13	65
14.	Student 14	90
15.	Student 15	55
16.	Student 16	45
17.	Student 17	45
18.	Student 18	60
19.	Student 19	40
20.	Student 20	75
21.	Student 21	85
22.	Student 22	65
23.	Student 23	70
24.	Student 24	70
25.	Student 25	65
26.	Student 26	85
27.	Student 27	90
28.	Student 28	80
29.	Student 29	85

Table 5. The mean, median, and mode of students' vocabulary mastery in the pre-test

Data	Result
Mean	64,48
Median	65
Mode	65
Number of students	29

The pre-test results revealed that students' vocabulary mastery was relatively low, with a mean score of 64.46, a median of 65.0, and a mode of 55. The mean score falls below the Minimum Completion Criteria of 70, while the mode indicates that many students scored significantly below this standard. The median suggests that half of the students scored near the average, further highlighting the need for improvement.

Findings on the first cycle

This chapter presents the results of the first cycle, detailing the four steps: planning, action, observation, and reflection on the post-test results.

Planning

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The pre-test results revealed gaps in students' vocabulary mastery. To address this, the teacher and researcher collaborated to enhance students' vocabulary skills. The researcher developed a learning process using vocabulary videos, selected suitable materials, created a lesson plan, and prepared media with helpful hints and relevant images.

Action

The researcher implemented vocabulary teaching through videos from YouTube for Grade 4 students at SD N 3 Dalung, dividing the class into pre-activities, core activities, and post-activities. In the first offline meeting, the researcher used thought-provoking questions and vocabulary videos to engage students, followed by drilling activities. While some students struggled with vocabulary knowledge, others participated actively. In the first online meeting, students watched a vocabulary video, translated words, and submitted their work via WhatsApp. During the second offline meeting, students practiced vocabulary through video, pronunciation drills, and scrambled word exercises, building confidence. The second online meeting reinforced vocabulary through a video and a scrambled word exercise via Google Forms. In the third offline meeting, students created stories about daily routines using new vocabulary, with some needing additional guidance. In the third online meeting, students repeated the vocabulary video, wrote down vocabulary words, and sent voice recordings with meanings, though some students still made pronunciation errors.

Observation

Overall, the combination of video-based learning, drilling, and interactive exercises like scrambled words gradually improved students' vocabulary comprehension. Despite ongoing difficulties with pronunciation, meaning, and vocabulary construction, students showed increased skills and confidence. Offline learning was more effective for direct instruction, while online learning provided flexibility, helping students achieve better results.

Reflection

Based on the three meetings in Cycle 1, both face-to-face and online, several key findings emerged that will inform improvements for the next cycle. The activities aimed to enhance students' vocabulary mastery related to daily activities through picture media, vocabulary videos, drilling methods, and interactive exercises like scrambled words. The results highlight both successes and challenges that need attention.

Findings on the second cycle
Planning

Cycle 2 planning aims to refine the previous cycle's learning implementation, focusing on enhancing students' vocabulary mastery,

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pronunciation confidence, and engagement. Improvements include using varied media, such as richer vocabulary videos and interactive games like scrambled words and word searches. The learning structure includes interactive opening activities, drilling exercises, short story creation, and reflective closing sessions.

Additional strategies include intensive guidance for struggling students, praise to boost confidence, and vocabulary repetition through diverse media. Online learning continues with video assignments and quizzes to complement classroom activities. The goal is for students to memorize, understand, and use vocabulary in simple contexts, making learning more effective, engaging, and motivating.

Action

In the second cycle, the researcher implemented varied learning strategies, using visual media like videos and images, game-based exercises, and creative activities to encourage active student participation. The online learning approach was also enhanced to support classroom activities. Each meeting followed a structured format with pre-activities, core activities, and post-activities, all designed to help students memorize, understand, and use vocabulary in simple contexts.

Observation

The implementation of Cycle 2 showed significant improvement in student participation both in class and online. Each meeting aimed to address the challenges from Cycle 1 by enhancing interaction, learning media, and student activities. While most completed tasks on time, some struggled with meaning or pronunciation and submitted assignments privately due to a lack of confidence.

Reflection

Overall, Cycle 2's combination of visual media, interactive activities, and individual practice successfully improved students' understanding and interest in learning English vocabulary. The use of varied media and active participation strategies should continue to be refined for optimal results. While student engagement improved, further encouragement is needed to ensure consistent and confident vocabulary use.

Findings after the implementation in action in each cycle
The result of the observation
1. First Cycle

In the first meeting, students showed confusion and shyness, especially when asked to recall vocabulary related to daily activities. Many were reluctant to participate in class drills and distracted by classmates. However, in online drilling through WhatsApp, students followed directions more actively, although some still lacked confidence and submitted tasks privately. By the second meeting, students became more accustomed to the researcher and the learning process, but some still played and didn't fully engage in class drills. In

the third meeting, active participation remained limited to a few students, with some still disengaged. While online drills showed improvement, challenges like lack of focus and reluctance to participate persisted, affecting classroom learning effectiveness.

2. Second Cycle

In cycle 2, student participation improved as they became more confident with daily activity vocabulary. After watching vocabulary videos, students were enthusiastic in repeating words and associating them with pictures. While some struggled with assignments, most followed instructions better, especially in online activities via WhatsApp. In the third meeting, students actively identified vocabulary from videos and shared stories about their daily activities, though some still struggled with pronunciation and specific words. Overall, cycle 2 showed progress in engagement, confidence, and understanding, despite some ongoing challenges.

3. The result of the post-test

The cycle 1 post-test results showed positive progress, with 16 out of 29 students (55.17%) scoring above the KKM of 70, while 13 students (44.83%) scored below it.

Table 5. Post-test 1 Result

No	Student	Score
1.	Student 1	60
2.	Student 2	55
3.	Student 3	45
4.	Student 4	55
5.	Student 5	90
6.	Student 6	80
7.	Student 7	45
8.	Student 8	60
9.	Student 9	90
10.	Student 10	50
11.	Student 11	75
12.	Student 12	55
13.	Student 13	70
14.	Student 14	100
15.	Student 15	65
16.	Student 16	45
17.	Student 17	50
18.	Student 18	60
19.	Student 19	55
20.	Student 20	85
21.	Student 21	85
22.	Student 22	70
23.	Student 23	75
24.	Student 24	90
25.	Student 25	70
26.	Student 26	90
27.	Student 27	95
28.	Student 28	90
29.	Student 29	100

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Table 6. The mean, median, and mode of post-test 1

Data	Result
Mean	71,45
Median	70
Mode	90
Number of students	29

No	Student	Score
1.	Student 1	85
2.	Student 2	90
3.	Student 3	100
4.	Student 4	80
5.	Student 5	90
6.	Student 6	95
7.	Student 7	85
8.	Student 8	80
9.	Student 9	100
10.	Student 10	90
11.	Student 11	90
12.	Student 12	80
13.	Student 13	95
14.	Student 14	100
15.	Student 15	90
16.	Student 16	100
17.	Student 17	80
18.	Student 18	80
19.	Student 19	95
20.	Student 20	100
21.	Student 21	85
22.	Student 22	85
23.	Student 23	95
24.	Student 24	95
25.	Student 25	100
26.	Student 26	100
27.	Student 27	95
28.	Student 28	95
29.	Student 29	100

Data	Result
Mean	92,12
Median	90
Mode	95
Number of students	29

The results of Post-Test 2 showed significant improvement, with all 29 students scoring above the KKM of 70. This indicates a strong increase in understanding and mastery of English vocabulary related to daily activities after two cycles of learning. Compared to the Cycle 1 Post-Test, where 16 students (55%) scored above the KKM, the Cycle 2 results showed a much better outcome, with 100% of students scoring above the KKM. This suggests that the teaching strategies in Cycle 2, including videos, drilling, and practice questions, were more effective in improving students' vocabulary mastery, especially in pronunciation and understanding. The increase in post-test scores

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highlights the positive impact of varied learning media, which enhanced student motivation and comprehension.

4. The result of the interview

Students found vocabulary videos helpful for understanding and remembering new words, with repetition aiding retention. The drilling method improved pronunciation and confidence, though some initially felt nervous speaking in class. By Cycle 2, their confidence grew. Challenges included shyness, lack of confidence, and time management, especially for online learning. Overall, students felt the method improved their vocabulary, despite some ongoing difficulties.

Table 7. Interview result

No	Theme	Pertanyaan	Student	Answer
1.		How did you feel when you did the drilling activity (saying vocabulary together) and practicing problems together in the keals?	S1-S23	Very happy because it's not boring and makes me not sleepy in class.
			S24-S28	It really helps me to know how to pronounce each word in English and the practice questions are fun like playing a game.
			S29	I like learning like this because it makes me remember each word better because it is repeated several times.
2.	Implementation of drilling in the classroom	Have you watched vocabulary videos about daily activities before?	S1-S29	I've never watched a video like this
3.		Do you enjoy learning English in class using vocabulary videos?	S1-S16	I'm happy, I'm not sleepy
			S18-S27	Happy, because the video is funny and interesting
4.			S17	Very happy, new experience for me learning with video
			S28-29	I'm happy because I can watch, I don't just learn by reading books.
5.	Online self-drilling	Did you watch the vocabulary video that was shared? Or did you	S1-S29	Yes, I watch the videos that are shared

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	watch other vocabulary videos as well?	S16, S18	I also watched vocabulary videos about fruits and animals, because when you open the YouTube link, you will also see other videos
6.	Have you ever learned to use you-tube?	S1-S6, S8-S15, S21-27	Never, I usually use YouTube to watch cartoon videos or songs.
7.		S7,S16-S20, S28-S29	Yes, I have used YouTube to learn English and other lessons such as Hinduism and math.
8. 9.	Do you like the images and sounds in the vocabulary video?	S1-S29	I really like the pictures and sounds in the video, because the characters are very funny and easy to understand because of the sound and writing.
10.	Are you able to use and own your own smartphone?	S1-S3, S16, S18, S21, S28	I don't have my own phone yet but I can use my parents' phone.
		S4-S15, S17, S19-S20, S22-S-27, S29	I already have my own cell phone and can use it well.
11.	Are you accompanied by a parent or older sibling when learning at home using vocabulary videos?	S1-S29	Yes, I was accompanied by my parents
12.	What obstacles do you feel during the online learning process at home?	S1-S3, S16, S18, S21, S28	I have to wait for my parents to come home from work or activities so that I can use the cell phone and sometimes there is a connection problem.
Student learning techniques		S4-S15, S17, S19-S20, S22-S-27, S29	There are no too big obstacles, only sometimes the connection is not smooth.
13.	Do the assignments make you more confident in learning English? Why?	S1-S20, S25-S28	Yes, because the tasks given such as sending voice and video made me more confident, because Ms. X gave good feedback words.
		S21-S24, S29	At the beginning, I felt scared and nervous, but after the next meeting I

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started to feel more confident because I already knew more vocabulary.

Discussion

The findings reveal that combining drilling with technology significantly improved students' vocabulary, as evidenced by the improvement from pre-test to post-test results. All students passed the minimum completion criteria (KKM) in post-test 2, highlighting the effectiveness of the method. Multimedia, especially videos, played a crucial role in enhancing vocabulary retention by associating words with images and providing pronunciation models. Students were more engaged with video-based lessons than traditional methods, and multimedia learning reduced boredom. Online drilling via WhatsApp facilitated collaboration but faced challenges like limited platform features, unstable internet connections, and student reluctance to submit assignments. Despite these obstacles, online drilling proved effective, depending on student motivation.

CONCLUSION

This study used Classroom Action Research (CAR) to implement drilling techniques with vocabulary videos, resulting in significant improvements in student learning outcomes. Despite challenges like device limitations and internet access, interviews with fourth-grade students at SD N 3 Dalung showed that they recognized the benefits of this method, particularly for learning outside the classroom. Online drilling through WhatsApp groups supported vocabulary acquisition and allowed for flexible, independent practice. The combination of visual and auditory elements in vocabulary videos enhanced word retention and understanding. With adequate technological support, students had access to materials anytime, which accelerated vocabulary mastery and increased engagement. Overall, the use of vocabulary videos and WhatsApp groups significantly improved students' vocabulary skills.

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