



THE USE OF DRILLING TECHNIQUES INTEGRATED WITH TECHNOLOGY TO IMPROVE STUDENT'S VOCABULARY MASTERY AT SD NEGERI 4 KALIUNTU

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ABSTRACT

This study aims to improve student's vocabulary mastery by using drilling techniques integrated with technology in students of SD Negeri 4 Kaliuntu. This study used Classroom Action Research (CAR). Fourth-grade elementary school students were the subject of this study, with a total of 34 students. The data was obtained using a vocabulary test (pre-test and post-test), which was conducted through two cycles of planning, action, observation, and reflection. The findings showed that the use of drilling techniques integrated with technology through vocabulary video can improve students' vocabulary mastery. It was indicated by the data obtained on the students' vocabulary test, namely in the first cycle student's who passed the Minimum Mastery Criteria of 70 was 82.35% with the difference from the pre-test to the first cycle post-test was 31.07%. A drastic significant increase occurred in the second cycle with students passing the Minimum Mastery Criteria of 70 was 100%. In addition, the improvement of students' vocabulary mastery also changed through students' opinions about the use of drilling techniques integrated with technology has a significant impact on student's vocabulary mastery.

Keyword : *Drilling Techniques, Vocabulary Mastery, Technology Integration, Classroom Action Research, Vocabulary Test, Elementary School Students, Minimum Mastery Criteria*

INTRODUCTION

Learning English as an EFL student is crucial for developing skills in listening, speaking, writing, and reading, with vocabulary, pronunciation, and grammar being key for effective communication. Vocabulary mastery is essential for language acquisition, but challenges such as complex grammar, pronunciation issues, and limited vocabulary often hinder students' ability to express themselves. These issues can be exacerbated by rote memorization and low motivation, with students forgetting vocabulary over time. At SDN 4 Kaliuntu, many students scored below the Minimum Mastery Criteria in English, highlighting the need for diverse



teaching methods. While traditional methods like vocabulary notebooks and teacher-led instruction are common, integrating technology—such as drilling techniques and vocabulary videos—can enhance student engagement and improve vocabulary retention. Tools like YouTube, with its combination of audio-visual elements, offer an interactive and flexible learning experience. Previous research indicates the benefits of platforms like YouTube, Duolingo, and CALL for vocabulary learning, yet there is limited research on using technology-driven drilling techniques like vocabulary videos for online vocabulary improvement, motivating this study.

Based on an interview with the English teacher, it was revealed that students struggle to develop vocabulary due to several factors, such as learning difficulties, lack of study time, low self-confidence, and misconceptions about vocabulary. Many students perceive English as a difficult subject, with pronunciation being particularly challenging due to differences from Indonesian. The teacher still relies on traditional methods for vocabulary instruction.

Additionally, teachers face constraints with limited time, offering only one hour of English instruction per week. Preparing learning materials, especially multimedia resources, is also challenging due to time limitations and the large number of classes the teacher needs to manage.

This study focuses on the 4th-grade students at SDN 4 Kaliuntu, specifically one class, and examines the use of technology-integrated drilling techniques with vocabulary videos to enhance vocabulary mastery. Additionally, the research explores students' opinions on implementing these technology-driven drilling methods for vocabulary learning.

This study aims to explore whether integrating drilling techniques with technology through vocabulary videos can enhance vocabulary mastery among 4th-grade students at SDN 4 Kaliuntu and to gather students' opinions on using this method to improve their vocabulary skills.

This research aims to improve vocabulary mastery through technology-integrated drilling techniques using vocabulary videos, contributing both theoretically and practically. Theoretically, it advances knowledge on using digital tools to enhance vocabulary learning. Practically, it helps schools implement new teaching methods, enables teachers to refine strategies, and provides students with opportunities to improve vocabulary. The findings will also serve as a reference for future studies on this approach.

In this study, key terms are defined as follows: Drilling techniques, part of the Audio-Lingual Method, involve repeated practice to improve language fluency. Drilling integrated with technology uses technology as a medium for repeated oral practice. Vocabulary videos are dynamic videos that assist students in learning and recalling vocabulary. Vocabulary mastery refers to a person's knowledge and use of words, essential for language learning and communication. In the context of this study, drilling techniques are used to enhance vocabulary by repeating vocabulary



videos, and vocabulary videos help 4th-grade students at SDN 4 Kaliuntu improve their vocabulary both in the classroom and online.

THEORETICAL FRAMEWORKS

Vocabulary Mastery

Vocabulary mastery is essential for language learning, comprehension, and communication, involving an understanding of word meanings, pronunciation, spelling, and usage frequency. It includes high-frequency words, low-frequency words, academic vocabulary, and technical vocabulary. Vocabulary learning is a cumulative process that progresses through repeated exposure, contextual usage, and strategies such as multimedia support. Effective vocabulary teaching integrates technology and multimedia to support comprehension, retention, and application in real contexts, aiding students in acquiring new words and using them flexibly (Anderson & Freebody, 1981; Diamond & Gutlohn, 2009; Nation, 2001).

Characteristics of Young Learners

Young learners, aged 5-14, face challenges in understanding abstract concepts due to limited vocabulary knowledge. They tend to learn implicitly, interpreting language through context, gestures, and intonation. Drilling techniques and vocabulary videos provide engaging, contextualized learning experiences that enhance motivation and vocabulary retention. Visual media, such as videos, maintain interest and enhance learning by providing sensory inputs that aid in language acquisition (Cameron, 2001; Lelawati et al., 2018; Sri et al., 2022).

Vocabulary Video

Vocabulary videos are dynamic multimedia tools that combine visual, auditory, and contextual elements to enhance language learning. These videos help students understand and recall challenging words by offering rich, engaging contexts that aid retention. Videos also simplify complex vocabulary, allowing students to generalize meanings across various contexts. This tool engages students, motivates them, and improves vocabulary comprehension, providing both educational value and entertainment (Charlebois, 2022; Hikmah, 2021; McKeown et al., 2018).

Drilling Technique

Drilling techniques, integral to the Audio-Lingual Method, focus on repetitive practice to develop fluency and automaticity in language skills. They include repetition, substitution, and transformation drills that help students internalize language patterns. Drilling improves speaking and writing by providing structured practice and reinforcing language structures (Jauhar Helmie 2022). It enhances vocabulary mastery by exposing students to repeated word usage, which leads to



better retention and recall in written and spoken language (Alemi, 2016; Freeman-Larsen & Anderson, 2011; Mart, 2013).

Drilling Technique Integrated with Technology

Technology enhances drilling techniques by providing interactive and engaging platforms for practicing language skills. The integration of technology, such as vocabulary videos, enables continuous learning beyond the classroom, offering students opportunities for repeated practice. Online tools like YouTube facilitate vocabulary acquisition and support speaking, listening, and writing skills. Using technology in drilling methods increases student motivation and makes vocabulary learning more dynamic and accessible, improving overall language proficiency (Al-Jarf, 2022; Fauzia & Lolita, 2018; Halimah et al., 2022).

Procedure of Teaching Vocabulary

Teaching vocabulary through integrated drilling techniques involves presenting vocabulary videos, guiding students through pronunciation and repetition, and reinforcing learning with writing exercises. Students continue practicing by accessing video content at home, and teachers assess their understanding through quizzes and online activities (J. Helmie 2015). This method combines in-class and out-of-class learning, allowing students to practice vocabulary at their own pace, ensuring repeated exposure, and reinforcing language skills through interactive activities (Hikmah, 2021; Putri, 2022).

Student Opinions

Student opinions are important for evaluating teaching methods and understanding student engagement. Their perceptions influence motivation and enthusiasm to learn. In the context of vocabulary learning, students' opinions on using technology-integrated drilling techniques are vital in assessing their effectiveness. Gathering feedback through interviews helps researchers understand students' experiences, adjust teaching strategies, and create a more effective and engaging learning environment (Anton et al., 2023; Hamzah et al., 2010; Nabila, 2022).

RESEARCH METHOD

Research Design

This study employs Classroom Action Research (CAR), following the model by Kemmis and McTaggart (2003) and a modified procedure by Kemmis et al. (2014), to enhance students' vocabulary mastery. The process involves four phases: planning, action, observation, and reflection. In the planning phase, the researcher identified issues through preliminary observations and collaborated with the teacher to prepare a teaching plan, including vocabulary videos. The action phase involved

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implementing the plan, using vocabulary videos and drilling techniques integrated with technology. The observation phase assessed the effectiveness of the actions, while the reflection phase evaluated student progress, determining whether to proceed to the next cycle or stop based on the achievement of success criteria (Kemmis & McTaggart, 2003; Kemmis et al., 2014).

Research Subject

The researcher conducted the study with 34 fourth-grade students at SDN 4 Kaliuntu, Singajara, Buleleng, Bali, using vocabulary videos to enhance their English learning. The class was equipped with suitable facilities, and while students were familiar with YouTube, this was their first experience using videos for vocabulary learning. The goal was to motivate students and improve their vocabulary mastery.

Data Collection Method

Data collection in this study included:

- 1) Observation: Conducted to understand the processes, people, and culture in the classroom (Kawulich, 2015). The researcher observed the implementation of drilling techniques integrated with technology, consulting with the teacher and conducting interviews with students to identify issues and collect student grade data.
- 2) Pre-test: A pre-test was administered to assess students' prior understanding of vocabulary before implementing the new teaching method (Berry, 2008).
- 3) Post-test: After the intervention, a post-test was conducted to measure improvements in students' vocabulary mastery and determine if their scores increased compared to the pre-test (Gul et al., 2019).
- 4) Interview: Interviews were conducted after each cycle to gather students' opinions on the impact of drilling techniques integrated with vocabulary videos on their vocabulary mastery (Adhabi & Anozie, 2017).

Instrument of Data Collection

Vocabulary Test

a) Pretest: A vocabulary test was administered before the intervention to assess students' understanding of vocabulary material related to "Numbers," based on the 4th-grade teaching module. The pre-test included 20 multiple-choice questions on the topic.

b) Posttest: The post-test, using the same questions as the pre-test, was conducted after implementing drilling techniques integrated with technology through vocabulary videos to assess improvements in students' vocabulary. Success was defined as scores exceeding the pre-test average.

- 1) Interview Guide: Unstructured interviews with 4th-grade students were conducted to gather their thoughts after using vocabulary videos in class.



- 2) Teaching Module: A module was used to guide teachers through classroom activities to ensure efficient lesson delivery.
- 3) Researcher Fieldnotes: The teacher took notes during the application of drilling techniques integrated with vocabulary videos to track classroom events and student engagement.

Instrument Validity

In instrument development, validity is needed to analyze the instrument's content and can be proven by construct validity (Lissitz & Samuelsen, 2007). This research uses Gregory's, cited by Retnawati (2016) formula in determining the validity of the instrument with expert agreement, with an index of expert agreement regarding the relevance of the item to the construct being measured. In this case, the validity is carried out by two experts agreeing to compare the number of items considered very relevant to the total number of items from 0 to 1, with 1 indicating a higher relevance of the measured indicator. Below is a formula from Gregory that can be seen:

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

Notes :

- Vi : Validity content
- A : Both experts disagree
- B : Expert I disagree, and Expert II agree
- C : Expert I agree, Expert II disagree
- D : Both experts agree

Table 1. Gregory Formula

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

Table 2. 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



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The researcher conducted a validity test for the vocabulary test with two experts. For more details below:

Table 3. Validity test on the Vocabulary Test

Gregory Table		Expert I	
		Irrelevant	Relevant
Expert II	Irrelevant	A(0)	B(0)
	Relevant	C(0)	D(20)

Table 3.4
Cross Tabulation (2x2) on the Vocabulary Test

Gregory Table		Expert I	
		Irrelevant	Relevant
Expert II	Irrelevant	A(0)	B(0)
	Relevant	C(0)	D(20)

$$V_i = \frac{D}{A + B + C + D} = \frac{20}{0 + 0 + 0 + 20} = \frac{20}{20} = 1$$

From the calculation results using the Gregory formula content validity above is 1, which means that the vocabulary test items have very high validity. Therefore, the vocabulary test used by researchers is said to be valid for use.

Data Analysis

In classroom action research, data analysis for vocabulary tests uses quantitative analysis (descriptive statistics: mean, median, mode) to assess vocabulary mastery improvements. Qualitative analysis, through thematic analysis, is used to examine students' opinions from interviews about the use of drilling techniques integrated with technology in 4th grade at SD Negeri 4 Kaliuntu (Muliawan, 2018).

Indicator Criteria of Success

The success of the Classroom Action Research (CAR) using drilling techniques integrated with technology through vocabulary videos will be measured by students' vocabulary test scores. Students will be considered successful if they achieve a post-test score of 70, in line with the school's Minimum Completeness Criteria (KKM). If they meet this score, the cycle will end after cycle 1; if not, the research will proceed to cycle 2.



FINDINGS AND DISCUSSION

Findings of Preliminary Study

No	Nama	Skor
1	DMDCS	65
2	DADMN	95
3	DKRP	90
4	DMAGB	90
5	DMNK	55
6	DPRP	100
7	GAP	70
8	GADC	60
9	IGNPP	45
10	IGAKG	100
11	IKDDAN	65
12	IMAS	25
13	IPRMA	80
14	IAKRP	60
15	IBAB	90
16	KAYPP	25
17	KDSN	40
18	KDKA	30
19	KEWA	85
20	KKW	65
21	KNDA	35
22	KPC	90
23	DNRSP	100
24	KAW	50
25	KAKA	100
26	KAGS	50
27	KMTH	100
28	KS	15
29	KWSW	10
30	LMND	35
31	MAK	100
32	PAP	85
33	PRAD	90
34	DNTND	80

The pre-test results showed that students lacked English vocabulary in number material. Based on this, drilling techniques using vocabulary video media from YouTube were chosen to help improve students' vocabulary, alongside manual drilling through teacher pronunciation.

Findings In the First Cycle Planning

The researcher prepared teaching modules, pre-tests, post-tests, and student worksheets to assess vocabulary progress. Teaching modules followed the independent curriculum and included material on “There are 67 English Books”



with practice questions. Vocabulary videos from YouTube (“Learn and Smile”) were used as learning media, displayed on an LCD. Pre-tests gauged initial vocabulary proficiency, and post-tests measured progress. Success was determined by whether students achieved a minimum score of 70.

Action

In Cycle 1, the lessons began with greetings, attendance, and brainstorming. Students practiced vocabulary through videos and drilling techniques, followed by activities like “mute and tell the number” to enhance vocabulary recall. Students received video links for home learning via WhatsApp, and were given worksheets to complete. The cycle progressed through various numbers, from 10-40 in the first meeting, 40-60 in the second, and 60-100 in the third. A final test evaluated their vocabulary mastery.

Observing

Researchers used field notes to observe student participation and engagement. Students were initially enthusiastic but some struggled to follow the repetition technique. Online learning activities through WhatsApp helped reinforce vocabulary outside of school. Some students hesitated to answer questions, but there was noticeable improvement by the final meeting. Post-tests indicated that 88% of students passed the KKM score, reflecting improved vocabulary mastery.

No	Name	Score
1	DMDCS	100
2	DADMN	95
3	DKRP	100
4	DMAGB	100
5	DMNK	90
6	DPRP	100
7	GAP	75
8	GADC	80
9	IGNPP	65
10	IGAKG	100
11	IKDDAN	100
12	IMAS	40
13	IPRMA	95
14	IAKRP	90
15	IBAB	100
16	KAYPP	40
17	KDSN	50
18	KDKA	65
19	KEWA	95
20	KKW	90
21	KNDA	95
22	KPC	100
23	DNRSP	95
24	KAW	100
25	KAKA	100



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26	KAGS	90
27	KMTH	100
28	KS	50
29	KWSW	75
30	LMND	100
31	MAK	100
32	PAP	100
33	PRAD	100
34	DNTND	100

Out of 34 students, 5 still could not pass the predetermined KKM score of 70.

Reflecting

To improve the learning process, several actions will be taken, including offering more practice and group work opportunities, such as collaborative games during drills. The activity duration will be shortened by incorporating interactive games to maintain student focus. Jumbled letter and fill-in-the-blank exercises will be integrated with pronunciation, spelling, and writing tasks to enhance learning. Additionally, Quizizz will be used as an interactive at-home game after watching the vocabulary videos, while worksheets with pictures will be provided to reinforce vocabulary. Despite improvement from the pre-test to post-test 1 in the first cycle, five students scored below the KKM of 70, prompting adjustments for the second cycle, including interactive games, revised worksheets, and group drilling. The strategy also involved mute videos for pronunciation and writing practice, along with rewards such as stamps to motivate students and additional worksheets with picture guides to further support vocabulary development.

Finding In the Second Cycle

The Result of the Observation

Observations were conducted during both cycles, with the first cycle held on November 5, 7, and 12, 2024, and the second cycle on November 15, 18, and 21, 2024. Findings indicated that interactive activities like “Guess Who Am I?” and chain drills significantly increased student participation and enthusiasm. Audio-Visual materials, displayed on the LCD, captured students' attention, while repeated practice through drilling improved pronunciation and fluency. Worksheets, such as fill-in-the-blank and jumbled letters, further aided learning. Challenges included difficulties in distinguishing between similar numbers like “Thirteen” and “Thirty.” The use of learning videos and quizzes through WhatsApp received positive feedback from parents, supporting independent learning at **home**. **Collaborative learning through chain** drills fostered peer support and improved vocabulary acquisition, pronunciation, and spelling by the end of the cycle.

The Result of Post-Test

No	Student Name	Score
		Pre-test
		Post-test 1
		Post-test 2



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1	DMDCS	65	85	100
2	DADMN	95	95	100
3	DKRP	90	100	100
4	DMAGB	90	100	100
5	DMNK	55	90	95
6	DPRP	100	100	100
7	GAP	70	75	90
8	GADC	60	80	100
9	IGNPP	45	65	70
10	IGAKG	100	100	100
11	IKDDAN	65	85	100
12	IMAS	25	40	70
13	IPRMA	80	95	100
14	IAKRP	60	80	90
15	IBAB	90	100	100
16	KAYPP	25	40	70
17	KDSN	40	50	75
18	KDKA	30	65	100
19	KEWA	85	95	75
20	KKW	65	90	90
21	KNDA	35	95	85
22	KPC	90	100	100
23	DNRSP	100	95	90
24	KAW	50	100	100
25	KAKA	100	100	100
26	KAGS	50	90	80
27	KMTH	100	100	100
28	KS	15	50	75
29	KWSW	10	75	80
30	LMND	35	70	100
31	MAK	100	100	100
32	PAP	85	90	95
33	PRAD	90	100	100
34	DNTND	80	90	100
Mean Score		66,76	82,35	92,2
Median		67,5	90	100
Mode		100	100	100

The percentage of students passing the Minimum Mastery Criteria (KKM) of 70 in post-test 1 was 82.35%, showing a 31.07% increase in average scores from the pre-test (66.76) to post-test 1 (84.5). In the second cycle, the post-test 2 showed a 100% pass rate, with an average score increase from 66.76 (pre-test) to 92.5 (post-test 2), a 38.56% improvement. This demonstrates that student vocabulary mastery improved across both cycles, with all students meeting the KKM. The pre-test, post-test 1, and post-test 2 scores are as follows;

	SCORE		
	Pre-Test	Post-Test 1	Post-Test 2
Total	2275	2885	3130



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Mean	66,76	84,8	92,2
Median	67,5	90	100
Mode	100	100	100
Maximum Score	100	100	100
Minimum Score	10	40	70

The results show a significant improvement in students' vocabulary mastery, with average scores rising from 66.76 in the pre-test to 84.8 in post-test 1 and 92.2 in post-test 2, demonstrating the effectiveness of drilling techniques integrated with vocabulary videos at SD Negeri 4 Kaliuntu. Interviews revealed that students enjoyed and engaged with the videos, improving their pronunciation and comprehension while reinforcing learning at home. The videos allowed for continued learning, enabling students to revisit content and deepen their understanding. Parental support and access to smartphones also played a crucial role in facilitating independent learning. Additionally, the use of YouTube for vocabulary videos shifted students' digital habits, transforming it from a source of entertainment to a valuable tool for educational purposes.

DISCUSSION

The results showed a significant improvement in students' vocabulary mastery, with an average pre-test score of 66.76 and 50% of students failing to meet the Minimum Mastery Criteria (MMC) of 70. After implementing the drilling technique with technology, the first cycle increased the average score to 84.8, with 82.35% passing the MMC. YouTube videos made learning more engaging and active, with exercises reinforcing learning (Mardiyana Devanti & Rizqi Amalia, 2018; Laily & Febrianingrum, 2023). By the second cycle, the average score reached 92.5, with 100% passing the MMC, due to improved focus, pronunciation, and access to learning videos at home (Dabamona & Yunus, 2022). Interviews revealed that students enjoyed the videos, which improved their pronunciation, writing, and context usage, and shifted their digital habits towards educational content, with parental support encouraging independent learning (Dahlan, 2020; Charlebois, 2022; Kabooaha & Elyas, 2018). These results demonstrate the effectiveness of integrating drilling techniques with technology in enhancing vocabulary mastery and fostering positive learning behaviors.

CONCLUSION

The use of drilling techniques integrated with technology through vocabulary videos resulted in improved vocabulary mastery for fourth-grade students at SD Negeri 4 Kaliuntu. The average scores increased from 84.5 in the



first cycle to 92.5 in the second cycle, demonstrating progress in vocabulary mastery.

Positive impacts were noted in interviews, with students reporting improved vocabulary mastery, increased confidence, and motivation. Additionally, their pronunciation, writing, comprehension, and usage of vocabulary improved. Home learning shifted students' use of technology from entertainment to educational purposes.

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