IJLHE: International Journal of Language, Humanities, and Education
ISSN: 2986-0369 (e) I 2963-4520 (p)
2026, Vol. 9, No. 1, page 9-24
https://jurnal.stkippgribl.ac.id/index.php/ijlhe/index

The Use of Drilling Technique Integrated with Technology to Improve Students' Vocabulary Mastery at SD Negeri 1 Sibangkaja

Ni Komang Ayu Anggreni[1*], Kadek Sintya Dewi[1], Gede Mahendrayana[1]
[1]Universitas Pendidikan Ganesha, Bali, Indonesia
ayu.anggreni.3@undiksha.ac.id*

ABSTRACT

Many Indonesian primary students still experience difficulties in acquiring English vocabulary due to limited practice, low motivation, and the minimal use of technology in classroom instruction. This study focuses on improving fifth-grade students' vocabulary mastery at SD Negeri 1 Sibangkaja through the implementation of drilling techniques integrated with vocabulary videos. The objectives of the study were to enhance students' vocabulary mastery and to explore students' responses toward the use of technology-enhanced drilling techniques. The study employed Classroom Action Research consisting of a preliminary study and two action cycles, each involving planning, action, observation, and reflection. Data were collected through vocabulary tests, classroom observations, and interviews. The results showed a significant improvement in students' vocabulary mastery across the research cycles, with all students achieving the minimum completion criteria in the second cycle. In addition, students expressed positive responses, increased motivation, and greater engagement in vocabulary learning. The study concludes that integrating drilling techniques with vocabulary videos is an effective and engaging approach to improving elementary students' vocabulary mastery. Furthermore, this approach offers practical implications for English teachers in designing more engaging, student-centered, and technology-aligned vocabulary instruction, while also contributing empirical evidence to the growing body of research on technology-assisted language learning for young learners.

ARTICLE INFO

Keywords:
Drilling Technique;
SD Negeri 1 Sibangkaja;
Technology;
Vocabulary Mastery

How to Cite in APA Style:
Anggreni, N. K. A., Dewi, K. S., & Mahendrayana, G. (2026). The use of drilling technique integrated with technology to improve students' vocabulary mastery at SD Negeri 1 Sibangkaja. *IJLHE: International Journal of Language, Humanities, and Education, 9*(1), 9–24.
https://doi.org/10.52217/5t87sf05

INTRODUCTION

Vocabulary mastery is widely acknowledged as a fundamental component of English language proficiency, as it underpins learners' abilities in listening, speaking, reading, and writing. Without sufficient vocabulary knowledge, learners experience

significant limitations in expressing ideas, comprehending texts, and engaging in meaningful communication. Nation (2001) emphasizes that vocabulary knowledge plays a central role in language acquisition because it directly affects learners' overall communicative competence. Similarly, Huyen and Nga (2003) define vocabulary mastery as the ability to understand word meanings, pronunciation, spelling, and appropriate usage within specific contexts. For young learners, particularly those in elementary school, vocabulary learning becomes a crucial foundation that influences subsequent language development and academic success. When vocabulary mastery is weak at the primary level, students are more likely to experience long-term difficulties in English learning.

In Indonesia, English has been introduced from the elementary level with the expectation that early exposure will foster communicative competence. However, despite years of instruction, many students continue to demonstrate low levels of vocabulary mastery and limited ability to use English meaningfully. Previous studies have consistently reported that Indonesian students face challenges in acquiring English vocabulary, including difficulties in memorization, limited exposure to meaningful practice, and low learning motivation (Juniarta et al., 2019; Sutami et al., 2022; Dewi et al., 2020). These problems indicate that conventional instructional practices may not sufficiently address learners' needs, especially at the primary level where students require engaging, repetitive, and contextualized learning experiences. At the same time, national education policies strongly emphasize the integration of technology into classroom instruction. The Regulation of the Minister of Education and Culture Number 22 of 2016 highlights that learning processes should utilize information and communication technology to enhance efficiency and effectiveness. This policy direction is further reinforced by the Merdeka Curriculum, which promotes student-centered learning and encourages teachers to integrate digital tools that support active learning and competency development (Kemendikbudristek, 2022). These policies recognize that today's students are digital natives who grow up surrounded by technology and tend to prefer learning media such as videos, online platforms, and interactive applications (Tapscott, 2009). According to Paramartha et al. (2018), good teaching techniques should accomplish a number of goals, such as assessing students' knowledge and comprehension, encouraging their participation, fostering their interest and curiosity, and encouraging them to share information. Consequently, English instruction, including vocabulary learning, is expected to align with both technological developments and students' learning characteristics.

Despite these policy mandates, classroom practices often remain teacher-centered and rely heavily on traditional media. This situation is evident in many Indonesian elementary schools, including SD Negeri 1 Sibangkaja in Bali. Preliminary observations and interviews with teachers and fifth-grade students revealed that a majority of students did not achieve the Minimum Completion Criteria (KKM) of 75 in English vocabulary assessments. Specifically, 20 out of 29 students failed to meet the

expected standard, indicating a serious problem in vocabulary mastery. Several contributing factors were identified, such as students' low interest in reading textbooks, minimal independent learning at home, and limited use of technology in classroom instruction. Teachers tended to rely on chalkboards and explanations rather than interactive media, while technology-based resources such as videos or online learning games were used only occasionally. As a result, students often became bored and disengaged, which further hindered vocabulary acquisition.

From a pedagogical perspective, young learners possess unique characteristics that must be considered in instructional design. Elementary school students tend to learn effectively through imitation, repetition, and habitual practice (Lucas et al., 2014). In language teaching, these characteristics are closely associated with drilling techniques, which emphasize repeated exposure and practice of language forms. Drilling is a key component of the Audio-Lingual Method and has long been used to develop accuracy, pronunciation, and vocabulary retention (Freeman et al., 2013). Through systematic repetition, drilling helps learners internalize language patterns and strengthens memory retention (Nurviyani et al., 2022). Empirical studies have demonstrated that drilling techniques positively influence vocabulary mastery among elementary students by enabling faster recall and improved accuracy (Hidayat et al., 2022). However, drilling techniques alone may not be sufficient to address contemporary learning needs, particularly when students are accustomed to digital environments. Integrating drilling with technology offers a promising approach to enhancing vocabulary learning. In this regard, vocabulary videos represent an effective instructional medium, as they incorporate images, text, sound, and contextual examples. Studies have shown that vocabulary videos significantly enhance learners' vocabulary acquisition, motivation, and comprehension (Ariati et al., 2018; Ana, 2018; Ratminingsih, 2016). Videos can make abstract vocabulary more concrete and facilitate deeper processing by engaging multiple sensory channels.

Among various digital platforms, YouTube has emerged as one of the most popular and accessible learning tools for students. YouTube provides a vast range of educational content that can be tailored to different proficiency levels and learning objectives (Binmahboob, 2020). Research indicates that YouTube-based vocabulary instruction can increase learners' motivation, attention, and engagement, particularly among young learners who are familiar with audiovisual media (Sorohiti et al., 2024). Moreover, YouTube allows flexible access to learning materials, enabling students to review content repeatedly both inside and outside the classroom. This flexibility supports the principle of repetition inherent in drilling techniques and creates opportunities for extended practice beyond limited classroom time.

Several previous studies have examined the integration of drilling techniques with technology in vocabulary learning and reported positive outcomes. Lolita (2018) found that combining drilling with Computer-Assisted Language Learning (CALL)

enhanced students' vocabulary acquisition and increased learning enjoyment. Nurviyani et al. (2022) demonstrated that drilling techniques implemented through Virtual Reality media motivated students to achieve better vocabulary mastery. Putri (2022) further reported that the integration of drilling techniques with YouTube videos positively affected students' vocabulary, pronunciation, and fluency. Although these studies confirm the effectiveness of technology-supported drilling, most of them focus on secondary-level learners or specific technological tools, while limited attention has been given to primary school contexts and the systematic implementation of drilling both inside and outside the classroom using easily accessible platforms such as YouTube. This gap highlights the need for further investigation into how technology-integrated drilling techniques can be effectively applied to improve vocabulary mastery among elementary school students. In addition, previous studies have primarily emphasized learning outcomes, while students' perceptions and responses toward such instructional approaches have received less attention. The novelty of this research lies in its focus on primary-level learners and its integration of drilling techniques with vocabulary videos implemented both inside and outside the classroom using a widely accessible platform. By combining repetitive practice with multimedia learning and examining students' responses, this study aims to provide a more holistic understanding of technology-supported vocabulary instruction and to bridge the gap between traditional drilling methods and contemporary digital learning environments

Based on these considerations, this study focuses on addressing the problem of low vocabulary mastery among fifth-grade students at SD Negeri 1 Sibangkaja by implementing drilling techniques supported by vocabulary videos. The purpose of the study is not only to improve students' vocabulary mastery but also to explore their perceptions of using technology-enhanced drilling methods in vocabulary learning. Theoretically, this study contributes to the development of vocabulary learning theories by providing empirical evidence on the integration of drilling techniques and digital media at the primary school level. Practically, the findings are expected to offer valuable insights for teachers and schools in designing more engaging, effective, and technology-aligned vocabulary instruction. Thus, the researchers chose 2 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?

METHOD

This study employed Classroom Action Research (CAR) as its research design, aiming to improve students' English vocabulary mastery through the

implementation of technology-enhanced drilling techniques using vocabulary videos. CAR was selected because it is specifically designed to address instructional problems encountered in real classroom settings and to improve teaching–learning practices through iterative cycles. The research followed the CAR model proposed by Kemmis et al. (2019), which consists of four main phases: planning, action, observation, and reflection. Prior to the implementation of the CAR cycles, a preliminary investigation was conducted to identify students' initial vocabulary mastery and existing instructional challenges. The research cycles were continued until the predetermined indicators of success were achieved. During the planning phase, the researchers collaborated with the classroom teacher to design lesson plans aligned with the existing syllabus and the Merdeka Curriculum. Then, the action phase was conducted over three meetings in each cycle. In the observation phase, the researchers systematically observed and documented students' learning behaviors during both in-class and online activities. Last, the reflection phase involved analyzing the results of each cycle to determine whether improvements had occurred and to identify aspects requiring further refinement.

The population of this study consisted of fifth-grade students at SD Negeri 1 Sibangkaja, located in Sibangkaja Village, Badung Regency, Bali. The sample included all 29 students in one fifth-grade class, selected through total sampling. This school was chosen due to the availability of adequate instructional facilities, including projectors, LCDs, and laptops, which supported the integration of technology into the learning process. Based on preliminary observations and teacher interviews, these students experienced difficulties in English vocabulary mastery and had not previously been taught using vocabulary videos integrated with drilling techniques.

Data were collected using multiple research instruments. The primary quantitative instrument was a vocabulary test using the Gregory Formula, administered as a pre-test and post-test. The test consisted of 25 multiple-choice items covering regular and irregular verbs and was designed to measure students' vocabulary comprehension, usage, and application. The pre-test was administered before the implementation of the instructional intervention to determine students' baseline vocabulary mastery, while the post-test was given after each cycle to measure improvement. Although the test items differed between the pre-test and post-test, they were equivalent in content and level of difficulty. Meanwhile, qualitative data were collected through observations and interviews. Classroom observations were conducted throughout the implementation of the CAR cycles to document students' learning behaviors, engagement, and interaction during vocabulary learning activities. Interviews were conducted to explore students' perceptions of using drilling techniques integrated with vocabulary videos. The interview guide focused on aspects such as classroom atmosphere, learning interest,

motivation, perceived usefulness of the method, and learning outcomes. Additional supporting instruments included teaching scenarios and researchers field notes, which provided contextual insights into the instructional process.

To ensure instrument validity, content validity was established using the Gregory Formula with judgments from two expert validators. Both the vocabulary test and interview guide achieved a content validity index of 1, indicating very high validity. Therefore, all instruments were deemed appropriate for use in the study. Furthermore, the data analysis procedure involved both quantitative and qualitative techniques. Quantitative data from vocabulary test results were analyzed using descriptive statistics, including mean scores, to examine improvements in students' vocabulary mastery across cycles. Qualitative data from interviews and observations were analyzed thematically to identify recurring patterns related to students' learning experiences, engagement, motivation, and perceptions of the instructional approach. The integration of quantitative and qualitative analyses enabled a comprehensive evaluation of the effectiveness of technology-enhanced drilling techniques in improving vocabulary mastery.

RESULTS AND DISCUSSION

Results

1. The Preliminary Study

This section presents the results of the preliminary study, focusing on students' initial vocabulary mastery prior to the implementation of the Classroom Action Research intervention. The data were obtained from a vocabulary pre-test administered before the action phase. The vocabulary pre-test was administered to all participants to measure their baseline vocabulary mastery. Students completed a 25-item multiple-choice test designed to assess their understanding and use of English vocabulary related to regular and irregular verbs. The overall performance of the students is summarized through descriptive statistics presented in Table 1.

Table 1. Descriptive Statistics of Students' Vocabulary Pre-Test Scores

Statistic	Value
Number of students	29
Total score	596
Mean score	20.55
Median score	16
Mode	12
Minimum score	8
Maximum score	52
Students meeting KKTP (≥75)	0

As shown in Table 1, students' vocabulary mastery prior to the instructional treatment was substantially below the required Minimum Completion Criteria

(KKTP). The distribution of scores demonstrates that students' initial vocabulary knowledge was limited and unevenly developed across the class. To further illustrate the pattern of students' performance, the distribution of pre-test scores was examined. The frequency distribution revealed that most students clustered in the lower score ranges, indicating a concentration of low vocabulary achievement levels. No student achieved a score that met or exceeded the institutional standard for vocabulary mastery. The spread of scores between the lowest and highest values indicates that, although there were variations in individual performance, all students shared a common difficulty in mastering English vocabulary at the expected level. The absence of any student meeting the KKTP highlights the urgency of implementing an instructional intervention aimed at improving vocabulary mastery.

2. The First Cycle

The results focus on students' vocabulary mastery after the implementation of technology-enhanced drilling techniques using vocabulary videos, as measured through a post-test and supported by observational data. Following the completion of three instructional meetings in Cycle I, students were administered Post-Test 1 to assess their vocabulary mastery related to regular and irregular verbs. The overall performance of the students in Post-Test 1 is summarized in Table 2.

Table 2. Descriptive Statistics of Students' Vocabulary Post-Test 1 Scores

Statistic	Value
Number of students	29
Total score	1520
Mean score	53.79
Median score	56
Mode	32
Minimum score	16
Maximum score	96
Students meeting KKTP (≥75)	4

As shown in Table 2, students' vocabulary mastery demonstrated noticeable improvement compared to their initial performance in the preliminary study. The distribution of scores indicates that students' achievement levels varied considerably, with several students approaching or exceeding the minimum completion standard. However, the majority of students had not yet reached the expected level of mastery. To further illustrate the achievement pattern, students' attainment of the Minimum Completion Criteria (KKTP) was examined. The results show that only a small proportion of students successfully met the institutional standard, while most students remained below the benchmark. This

distribution highlights that, although progress occurred, mastery was not yet evenly achieved across the class.

In addition to test results, observational data collected during classroom and online learning sessions provided further insight into students' learning processes during Cycle I. During the initial meeting, many students appeared unfamiliar with the lesson content and required repeated explanations. While enthusiasm was evident during repetition drills and video-based pronunciation practice, several students demonstrated hesitation in responding orally and relied heavily on written notes when answering questions. In online learning sessions, participation varied, with some students experiencing limited access to digital devices and others showing difficulty completing assigned tasks independently.

During the second meeting, students showed increased engagement, particularly during interactive activities such as group quizzes. Classroom participation improved, and students demonstrated better ability to distinguish between regular and irregular verbs. Nevertheless, participation in online activities remained inconsistent, and only a limited number of students achieved satisfactory results in independent tasks. By the third meeting, the classroom atmosphere became more conducive to learning. Most students were attentive and willing to participate, although some remained reluctant to perform in front of the class. Students began producing simple past tense sentences, though pronunciation and spelling errors were still observed. In online pronunciation practice, students demonstrated growing confidence, despite persistent inaccuracies in pronouncing certain verbs.

3. The Second Cycle

The results are reported based on instructional implementation, observational data, and students' vocabulary achievement measured through Post-Test 2. Following the refinement of instructional strategies, including the incorporation of interactive games, role-play activities, and structured group work, students completed Post-Test 2 after three instructional meetings. A summary of students' vocabulary achievement in Cycle II is presented in Table 3.

Table 3. Descriptive Statistics of Students' Vocabulary Post-Test 2 Scores

Statistic	Value
Number of students	29
Total score	2384
Mean score	82.21
Median score	80
Mode	76

Minimum score	76
Maximum score	96
Students meeting KKTP (≥75)	29

As shown in Table 3, students' vocabulary mastery in Cycle II reached the predetermined success criteria. The distribution of scores indicates that all students achieved the minimum completion standard, demonstrating a consistent level of mastery across the class. Classroom and online observational data further supported the quantitative findings. During the first meeting of Cycle II, students demonstrated immediate recall of verb concepts and were able to differentiate between regular and irregular verbs with minimal guidance. Group discussions and repetition drills were conducted smoothly, and students actively contributed by writing vocabulary examples on the board. In the online session, students followed instructions independently, watched vocabulary videos attentively, and completed assigned tasks without requesting additional clarification.

In the second meeting, students showed improved concentration and note-taking behavior during video-based instruction. Interactive quiz activities conducted through Quizizz revealed high levels of enthusiasm and collaborative engagement among group members. Students were able to transform base verbs into past tense forms accurately during in-class and online exercises. Participation in online assignments increased, and most students demonstrated strong performance in independent practice activities.

During the third meeting, students displayed substantial confidence in applying vocabulary knowledge through games and sentence construction activities. Classroom interactions were characterized by cooperative behavior, peer assistance, and active participation. Pronunciation practice conducted during online sessions showed noticeable improvement, with students demonstrating greater accuracy and fluency when reading vocabulary items aloud. Students also expressed strong motivation to engage in home-based quizzes and assignments.

4. Students' Opinion

The data were collected through semi-structured interviews conducted with fifth-grade students after the completion of Cycle II. The interview data were analyzed using thematic analysis, resulting in several dominant themes that represent students' learning experiences. One prominent theme that emerged from the interviews was the classroom learning atmosphere. Most students reported that the use of vocabulary videos and online quizzes created a positive, enjoyable, and dynamic classroom environment. Students described the learning

process as fun, comfortable, and different from their usual English lessons. They emphasized that videos, animations, and interactive activities reduced boredom and made the classroom atmosphere more engaging. The integration of technology allowed students to feel relaxed, excited, and more open to participating in learning activities.

Another major theme was students' learning interest. The interview responses indicated that students experienced increased interest in learning English when vocabulary was taught through videos and online quizzes. Students stated that the visual elements and interactive nature of the activities helped them understand the material more easily and prevented monotony. Learning was perceived as more enjoyable because it did not rely solely on note-taking. Students also expressed enthusiasm for learning English both in the classroom and at home, particularly when videos and quizzes were shared through online platforms.

The third theme identified from the interviews was learning motivation. Many students revealed that the use of drilling techniques combined with technology motivated them to learn English more actively. Students expressed a desire to continue learning English using similar methods in the future. They reported feeling encouraged to explore additional learning materials independently and showed greater willingness to practice vocabulary outside classroom hours. These responses indicate that technology-enhanced drilling techniques fostered a stronger internal motivation to learn English.

The benefits of vocabulary learning emerged as another key theme. Students reported that the repeated exposure to vocabulary through videos and quizzes helped them understand and remember new words more effectively. They stated that vocabulary learning became easier because visual and audio elements supported memorization. Students also mentioned that words they previously found difficult became clearer after repeated practice. The learning method was perceived as beneficial in expanding vocabulary knowledge and supporting long-term retention.

The final theme identified was improvement in vocabulary achievement. Students expressed that their vocabulary mastery improved after participating in learning activities involving vocabulary videos and online quizzes. They reported gaining more vocabulary knowledge compared to previous learning experiences and felt more confident using English words. Students perceived learning as similar to playing games, which made practice enjoyable while still contributing to learning progress. These statements reflect students' perceived improvement in vocabulary achievement following the implementation of the instructional strategy.

IJLHE: International Journal of Language, Humanities, and Education
ISSN: 2986-0369 (e) I 2963-4520 (p)
2026, Vol. 9, No. 1, page 9-24
https://jurnal.stkippgribl.ac.id/index.php/ijlhe/index

Discussion

The findings of this study demonstrate that the integration of drilling techniques with technology significantly improved fifth-grade students' vocabulary mastery and generated positive responses toward the learning process. The improvement was evident across the preliminary study, Cycle I, and Cycle II, indicating a consistent and progressive enhancement of students' vocabulary achievement. This pattern suggests that technology-enhanced drilling techniques are effective in addressing vocabulary learning difficulties among young learners. The substantial improvement in students' vocabulary mastery can be explained through the theoretical foundation of drilling techniques, which emphasize repetition, reinforcement, and habit formation in language learning. Drilling techniques such as repetition drills, translation drills, completion drills, response drills, and expansion drills provided students with repeated exposure to target vocabulary in meaningful contexts. According to Freeman et al. (2013), drilling activities support language acquisition by strengthening memory retention and promoting automaticity in language use. The results of this study align with this theory, as students gradually demonstrated improved pronunciation, spelling accuracy, and contextual usage of vocabulary after repeated practice through videos and classroom drills.

The use of vocabulary videos further enhanced the effectiveness of drilling techniques by providing audiovisual input that supported students' comprehension and retention. In this study, vocabulary videos allowed students to see actions, hear correct pronunciation, and associate words with visual representations. This multisensory input likely contributed to the improvement in vocabulary mastery observed in both test scores and classroom performance. Similar findings were reported by Alhamami (2014), who found that media-based learning activities improve learners' memory and vocabulary acquisition.

The progressive improvement across cycles also highlights the importance of iterative instructional refinement in Classroom Action Research. In Cycle I, although students showed improvement, many still struggled to meet the Minimum Completion Criteria. The reflection stage enabled the researchers to modify instructional strategies by incorporating interactive games, group work, and more structured drilling activities in Cycle II. These refinements resulted in all students achieving the minimum mastery level. This finding supports the view that continuous feedback and adaptation are essential in improving instructional effectiveness (Kemmis et al., 2019).

Students' increased engagement during learning activities also played a critical role in improving vocabulary mastery. Observational data revealed that

students were more attentive and enthusiastic when vocabulary videos were used, particularly during repetition and pronunciation drills. Active engagement has been widely recognized as a key factor in successful language learning, as it encourages learners to participate, practice, and internalize new language forms (Swanto and Din, 2015). The findings of this study are consistent with Hidayat et al. (2022), who emphasized that repeated practice in an engaging learning atmosphere leads to better vocabulary retention. The integration of YouTube videos as learning media further contributed to students' vocabulary development. YouTube provides short, visually engaging, and context-rich content that is particularly suitable for young learners. Previous studies have reported that YouTube-based instruction positively influences vocabulary mastery at the elementary level (Sorohiti et al., 2024). The present findings confirm that video duration, visual appeal, and accessibility help maintain students' attention and reduce learning fatigue, making vocabulary learning more effective.

In addition, students' positive responses toward the learning process further support the effectiveness of technology-enhanced drilling techniques. Interview data indicated that students perceived the learning atmosphere as enjoyable, dynamic, and motivating. Young learners' motivation is closely linked to emotional engagement, and enjoyable learning environments can significantly influence their willingness to learn (Meidi et al., 2023). The use of animations, music, and interactive quizzes created a playful learning environment that reduced anxiety and increased confidence in using English vocabulary.

The use of WhatsApp as a supplementary learning platform also contributed to students' learning outcomes. Online activities such as sharing videos, submitting voice notes, and participating in quizzes extended learning beyond the classroom. Hamad (2017) noted that WhatsApp can function as an effective learning medium that promotes collaboration, motivation, and peer learning. In this study, students benefited from practicing pronunciation and receiving feedback through online platforms, which reinforced their vocabulary learning and improved accuracy.

The findings also indicate that repetitive exposure to vocabulary through drills and videos supported long-term retention. Repetition is a crucial component of vocabulary learning, as it strengthens memory traces and increases familiarity with language forms (Mendrofa and Wijaya, 2022). Lampai and Sukying (2023) further emphasized that repeated viewing and practice enhance word recall and retention. The consistent improvement observed in this study suggests that the combination of repetition and multimedia input effectively facilitated vocabulary retention among young learners. Furthermore, the findings are consistent with previous studies that highlight the benefits of repetition, multimedia learning, and technology-assisted instruction in vocabulary development (Irawan, 2022; Laily and Febrianingrum, 2023). Therefore, the implementation of technology-enhanced drilling techniques can be considered an effective instructional approach for

improving vocabulary mastery among elementary school students.

CONCLUSIONS

This study focuses on improving vocabulary mastery among fifth-grade students at SD Negeri 1 Sibangkaja by using technology-supported drilling techniques through vocabulary videos. This focus seeks to guarantee that the study is more targeted and focused. It concludes that the integration of drilling techniques with technology, particularly through vocabulary videos, is an effective instructional approach for improving elementary school students' vocabulary mastery. The progressive improvement in students' vocabulary achievement from the preliminary study through Cycle I and Cycle II demonstrates that repetitive practice supported by audiovisual media can significantly enhance students' understanding, retention, and application of English vocabulary. The findings indicate that the systematic combination of drilling activities and technology-based learning media addresses students' initial vocabulary difficulties and supports consistent learning progress. Thus, the limitation of this study is addressing the problem of low vocabulary mastery among fifth-grade students at SD Negeri 1 Sibangkaja by implementing drilling techniques supported by vocabulary videos.

In addition to cognitive gains, this study also reveals positive affective outcomes. Students responded favorably to the learning approach, reporting increased interest, motivation, and enjoyment during vocabulary learning activities. The use of videos, interactive quizzes, and online platforms created a more engaging learning environment and encouraged students to participate actively both inside and outside the classroom. These positive responses suggest that technology-enhanced drilling techniques not only improve learning outcomes but also foster a supportive and motivating learning atmosphere for young learners.

This approach offers practical implications for English teachers in designing more engaging, student-centered, and technology-aligned vocabulary instruction, while also contributing empirical evidence to the growing body of research on technology-assisted language learning for young learners. Furthermore, this study suggest that teachers are urged to use technology-integrated drilling techniques using vocabulary movies and online tests as an alternative approach to teaching English vocabulary. Also, schools should encourage them to participate in workshops or training on incorporating technology into language instruction to improve teachers' proficiency with digital technologies.

REFERENCES

Alhamami, M. (2014). Vocabulary learning through audios, images, and videos: Linking technologies with memory. *Computer Assisted Language Learning*

Electronic Journal, 17(2). https://callej.org/index.php/journal/article/view/229

Ana, I. K. T. A. (2018). Teaching English vocabulary for young learners through electronic guessing game. *JPAI: Journal of Psychology and Instruction, 2*(1), 22–30. https://doi.org/10.23887/jpai.v2i1.13738

Ariati, N. P. P., Padmadewi, N. N., & Suarnajaya, I. W. (2018). Jolly phonics: Effective strategy for enhancing children's English literacy. *SHS Web of Conferences, 42*, 00032. https://doi.org/10.1051/shsconf/20184200032

Binmahboob, T. (2020). YouTube as a learning tool to improve students' speaking skills as perceived by EFL teachers in secondary school. *International Journal of Applied Linguistics and English Literature, 9*(6), 13. https://doi.org/10.7575/aiac.ijalel.v.9n.6p.13

Dewi, K. S., Myartawan, I. P. N. W., Swari, N. K. T. A., & Sugihartini, N. (2020). Quizizz effect on students' grammar mastery in higher EFL classroom based mobile assisted language learning (MALL). *Language and Education Journal Undiksha, 3*(1), 15–24. https://doi.org/10.23887/leju.v3i1.24589

Hamad, M. M. (2017). Using WhatsApp to enhance students' learning of English language "experience to share." *Higher Education Studies, 7*(4), 74. https://doi.org/10.5539/hes.v7n4p74

Hidayat, Y., Herniawati, A., & Ihsanda, N. (2022). Use of drilling technique to teach English speaking to the early childhoods: A descriptive study. *Journal Corner of Education, Linguistics, and Literature, 2*(1), 73–80. https://doi.org/10.54012/jcell.v2i1.66

Huyen, N. T. T., & Nga, K. T. T. (2003). Learning vocabulary through games: The effectiveness of learning vocabulary through games. *Asian EFL Journal Quarterly, 5*(4), 90-105. https://www.asian-efl-journal.com/

Irawan, D. (2022). Children's vocabulary mastery of English as a foreign language from YouTube video. *Jurnal Scientia, 11*(2), 93–104. https://jurnal.stkipahsingaraja.ac.id/index.php/joes/article/view/959

Juniarta, P. A. K., Dewi, K. S., Mahendrayana, G., & Swandana, I. W. (2019). The analysis on the implementation of mobile-assisted language learning strategy through Quizizz application to improve students' reading comprehension at Undiksha Singaraja. *Advances in Social Science, Education and Humanities Research, 394*, 323–327. https://doi.org/10.2991/assehr.k.200115.053

Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia. (2022). *Kurikulum Merdeka*.

Kemmis, S., McTaggart, R., & Nixon, R. (2019). Critical participatory action research. In *Action learning and action research: Genres and approaches* (pp. 192–208). Emerald Publishing. https://doi.org/10.1108/978-1-78769-537-520191016

Laily, U., & Febrianingrum, L. (2023). The effect of drilling routine tasks on students' vocabulary mastery of Beginner English Class (BEC) at Islamic boarding school

Pamekasan. *PANYONARA: Journal of English Education, 5*(1). https://doi.org/10.19105/panyonara.v5i1.6974

Lampai, C., & Sukying, A. (2023). Vocabulary learning through audio-visual input of Thai primary school EFL students. *Journal of Education and Learning, 12*(4), 26. https://doi.org/10.5539/jel.v12n4p26

Larsen-Freeman, D., & Anderson, M. (2013). *Techniques and principles in language teaching.* Oxford University.

Lolita, Y. (2018). Investigating the effectiveness of computer-assisted language learning (CALL) using drill in enhancing vocabulary: A study on junior high school. *Science, Engineering, Education, and Development Studies (SEEDS): Conference Series. 2*(1). 95-106. https://doi.org/10.20961/seeds.v2i1.24650

Lucas, C. G., Bridgers, S., Griffiths, T. L., & Gopnik, A. (2014). When children are better (or at least more open-minded) learners than adults: Developmental differences in learning the forms of causal relationships. *Cognition, 131*(2), 284–299. https://doi.org/10.1016/j.cognition.2013.12.010

Meidi, E., Rahma, K., Ervan, S., Yustika, F., & Fajriah, N. (2023). Teaching vocabulary to young learners using YouTube videos at a private school in Sumedang. *[Nama jurnal kurang data], 4*(1). https://ejournal.masoemuniversity.ac.id/jepal/index.php/englishpedagogy

Mendrofa, M., & Wijaya, M. (2022). Benefits of drilling repetition in enhancing second language learners' speaking ability. *International Journal of English and Applied Linguistics, 2*(2), 263–270. https://doi.org/10.47709/ijeal.v2i2.1583

Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press.

Nurviyani, V., Saepulah, A., Helmie, J., & Wandawati, R. W. (2022). Virtual reality-supported drilling strategy in teaching English vocabulary to young learners. *Acitya: Journal of Teaching & Education, 4*(1). http://journals.umkt.ac.id/index.php/acityya

Paramartha, A. A. G. Y., Ramawati, N. M. S., & Suputra, P. E. D. (2018). Types, purpose, and strategies of teachers' questions in Indonesian EFL classroom of junior high school in Bali. *International Journal of Language and Literature, 2*(1), 8–18. https://doi.org/10.23887/ijll.v2i1.16089

Putri, H. R. (2022). The effectiveness of teaching speaking by using drilling method through YouTube. *Journal of English Teaching, Literature, and Applied Linguistics, 6*(2), 70. https://doi.org/10.30587/jetlal.v6i2.4069

Ratminingsih, N. M. (2016). Efektivitas media audio pembelajaran bahasa Inggris berbasis lagu kreasi di kelas lima sekolah dasar. *Jurnal Pendidikan Indonesia, 5*(1), 27–38. https://doi.org/10.23887/jpi-undiksha.v5i1.8292

Sorohiti, M., Hidayah, A. R., & Murtiningsih, R. (2024). Elementary school students' vocabulary enhancement through YouTube video-based learning. *Journal of*

English Language Studies, 9(1), 87–103. https://jurnal.untirta.ac.id/index.php/JELS

Sutami, N. K., Santosa, M. H., & Mahendrayana, G. (2022). Students' and teachers' challenges in distance learning implementation in EFL context in SMK Nusa Dua Toya Anyar Kubu, Karangasem. *Journal of English Teaching, 8*(2), 320–328. https://doi.org/10.33541/jet.v8i2.3905

Swanto, S., & Din, W. A. (2014). Employing drilling technique in teaching English writing skills to a group of rural Malaysian students. *[Nama jurnal kurang data], 4*(14). www.iiste.org

Tapscott, D. (2009). *Grown up digital: How the net generation is changing your world*. McGraw-Hill.