

**THE USE OF DRILLING TECHNIQUE  
IN LEARNING ENGLISH VOCABULARY THROUGH SONGS  
IN PRIMARY SCHOOL**

**A THESIS**

**Submitted to Fulfill one of the Requirements for *Sarjana Pendidikan* Degree  
in English Education**



**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
UNIVERSITAS ISLAM NEGERI  
K.H. ABDURRAHMAN WAHID PEKALONGAN  
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Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, disampaikan terima kasih.

*Wassalamu'alaikum Wr.Wb.*

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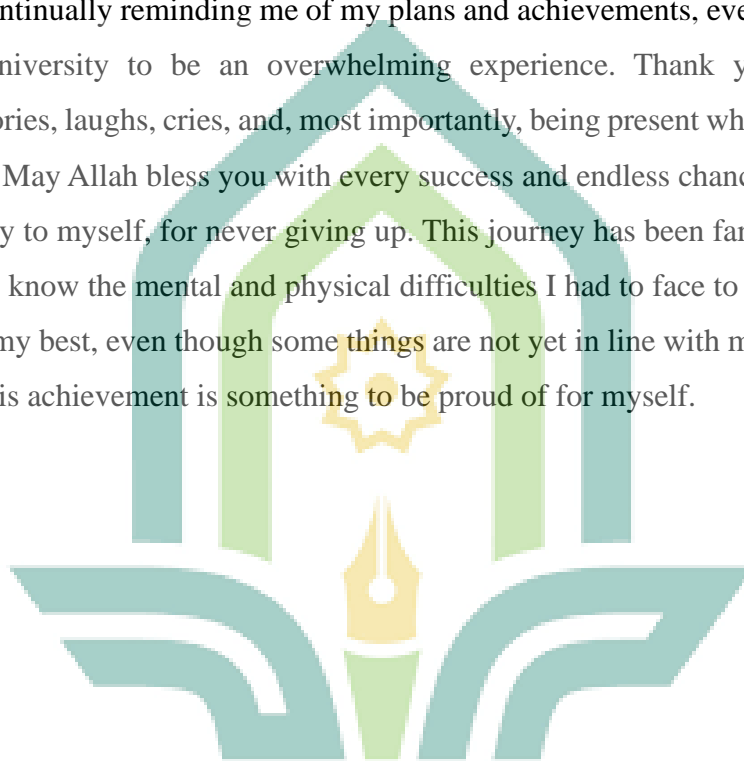
## ACKNOWLEDGEMENT

Praise and worship to Allah SWT with the Ridha that was given to me in the process of writing this research. so that my research can materialize and receive various forms of supports. Therefore, on this occasion, I would like to express my sincere gratitude for :

1. My beloved parents, My mother Tri Mainingsih and my Father Kustari thank you for your endless love, prayers, unwavering support, attention, and everything that they give to me until this time. and for the phone call every week in order to remind me to keep going and never giving up. Thank you for your sacrifice. I do not think I could ever told you how much I love you and how lucky I am being your daughter, Thank you so much for everything my number 1 support system. I will make you proud of me no metter what happen.
2. My little sister, Qoidah Husna Kusumaningsih thank you so much for supporting me and giving motivation. you'll forever be my go to person that could help me with everything.
3. Then, I would like to say my gratitude to my supervisor, Ms. Hafizah Ghany Hayudina, M.Pd. Thank you for supervising my thesis and letting me to experience this incredible journey in our department.
4. My all lecturers in the English Education Department, thank you so much for teaching me, guiding me, and always supporting my learning journey. Your dedication and support have helped me grow both as a student and as a person. I'm grateful for everything you've shared with us during this journey.
5. My family, especially grandma, You've been more than just a grandmother to me; you've been a mother figure, guiding me with love, wisdom, and kindness. thank you for taking care of me when I was a baby and until now you always have a time to take Care of me your always there for me, Your selflessness, patience, and generosity inspire me every day. And to my Grandpa aunty and uncle thank you for all the love, support, effort, and motivation.
6. My Partner, Refaldi Putra Prilistyio has been by my side since 2020, even when I was still in high school. Thank you for always being patient, for helping me, spending your time, energy, and for giving support and motivation over the past

six years. I'm truly grateful, and I hope everything we've planned together can come true in the future. Your presence has made the hard times easier and the good times more meaningful. I wouldn't have made it this far without you. Thank you for always believing in me.

7. My friends, especially Sohabat syurga (Shafa, Diva, Asya, Farah), Manusia tersesat (Nabila, Linda, Kresna, Dani), ciwi ciwi (Diva and Rizka), Aura my friend from senior high school, Rifa, Nisa and her partner (Bagus), Thank you for continually reminding me of my plans and achievements, even when I found the university to be an overwhelming experience. Thank you for all the memories, laughs, cries, and, most importantly, being present when I needed you most. May Allah bless you with every success and endless chances to succeed.
8. Finally to myself, for never giving up. This journey has been far from easy, and only I know the mental and physical difficulties I had to face to get here. I have tried my best, even though some things are not yet in line with my expectations, but this achievement is something to be proud of for myself.





## MOTTO

*Allah does not say that life is easy, but Allah promises that with every difficulty  
there is ease.*

"Qs. Al Insyirah, 94 : 5-6"

*Life is all about you shouldn't try too hard to do things, you just have to go with  
the flow that's life.*

"Park Jongseong – Enhypen"





## ABSTRACT

Teknik drilling through songs digunakan dalam pembelajaran bahasa Inggris di sekolah dasar, khususnya untuk membantu siswa mempelajari kosakata dengan cara yang menyenangkan. Tujuan dari penelitian ini adalah untuk mengeksplorasi pengalaman dan kendala siswa dan guru selama proses pembelajaran kosakata menggunakan teknik drill through songs. Secara khusus, penelitian ini menyelidiki pengalaman mereka dalam proses pembelajaran. Untuk mencapai tujuan penelitian, peneliti menggunakan metode kualitatif dengan desain penyelidikan naratif. Data diperoleh melalui wawancara semi-terstruktur dan observasi terhadap guru dan siswa di salah satu sekolah dasar di Pekalongan. Analisis data dilakukan dengan menggunakan pendekatan tematik berdasarkan model Braun dan Clarke. Hasil penelitian menunjukkan bahwa: (1) siswa menunjukkan perasaan positif selama pembelajaran kosakata menggunakan lagu, seperti merasa senang, bersemangat, dan lebih percaya diri dalam menulis kosakata bahasa Inggris, (2) lagu membantu siswa mengingat dan memahami kosakata dengan lebih mudah, (3) guru merasa bahwa lagu membuat proses pengajaran lebih mudah dan mendorong keterlibatan siswa secara aktif di kelas, (4) Tantangan juga ditemukan, seperti kesulitan siswa dalam keterampilan menulis yang selama ini terdengar karena perbedaan pengucapan dan ejaan, serta perlunya guru menyesuaikan lagu dengan tingkat kemampuan siswa. Penelitian ini menyarankan penggunaan teknik latihan berbasis lagu sebagai teknik pembelajaran karena memberikan pengalaman belajar yang positif bagi siswa sekolah dasar.

**Kata kunci:** Teknik latihan, lagu, pembelajaran kosakata, Sekolah dasar, Inkuiri naratif

## ABSTRACT

*The drilling technique through songs is used in English language learning in primary schools, especially to help students learn vocabulary in a fun way. The purpose of this study was to explore the experiences and challenges of students and teachers during the vocabulary learning process using the drilling through songs technique. Specifically, this study investigated their experiences in the learning process. To achieve the purpose of the research, the researcher used a qualitative method with a narrative inquiry design. Data were obtained through semi-structured interviews and observations of teachers and students in one of the primary schools in Pekalongan. Data analysis was carried out using a thematic approach based on the Braun and Clarke model. The results of the study showed that: (1) students showed positive feelings during vocabulary learning using songs, such as feeling happy, excited, and more confident in writing English vocabulary, (2) songs helped students remember and understand vocabulary more easily, (3) teachers felt that songs made the teaching process easier and encouraged active student involvement in class, (4) Challenges were also found, such as students' difficulties in writing skills that had been heard so far due to differences in pronunciation and spelling, and the need for teachers to adjust songs to students' ability levels. This study suggests the use of song-based practice techniques as a learning techniques because it provides a positive learning experience for elementary school students.*

**Keywords:** *Drilling techniques, songs, learning vocabulary, Primary school, Narrative inquiry*



## PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His love and given me guidance, health, wealth and patience so that the writing process of my research proposal research entitled “The Use of Drilling Technique in Learning English Vocabulary through Songs in Primary School” can be completed. It is submitted to English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan to fulfil one of the requirements of Research Seminar Proposal Course. This proposed study can be accomplished because of many supports from several people. Therefore, in this occasion I would like to express my sincere gratitude to:

1. The Rector of UIN K.H. Abdurrahman Wahid Pekalongan, Prof. Dr. H. Zaenal Mustakim, M.Ag., for his unwavering dedication and support to the academic excellence and progress of the university, which inspires us to strive for quality research.
2. The Dean of the Faculty of Tarbiyah and Teachers’ Training (FTIK), UIN K.H. Abdurrahman Wahid Pekalongan, Prof. Dr. Muhlisin, M.Ag., for his strong leadership and encouragement to all students and staff in achieving academic and professional growth.
3. The head of English Education Department and Teachers’ Training Faculty of UIN K. H. Abdurrahman Wahid Pekalongan, Mr. Ahmad Burhanuddin, M.A.
4. Ms. Hafizah Ghany Hayudinna, M.Pd. as my supervisor who has given me suggestion, guidance and time in writing this thesis.
5. All lecturers of English Education Department, UIN K. H. Abdurrahman Wahid Pekalongan.
6. My beloved parents who have given me endless support, prayer, advice and encouragement in writing this thesis.
7. My dearest friends who fight through the journey together since the very beginning.

Pekalongan, June 16<sup>th</sup> 2025

The Writer

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## **ENCLOSURE LIST**

Enclosure 1: Transcription of The Interview

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Enclosure 3 : Curriculum Vitae



# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Vocabulary mastery is a key aspect of language learning that students need to master and comprehend. At the primary school stage, vocabulary learning is considered the first step in shaping students' language skills for the next level of education. Vocabulary is key in the four language skills of listening, speaking, reading, and writing (Stæhr 2008). However, many students struggle to acquire sufficient vocabulary, which significantly affects their overall language proficiency. As stated by Machfudi & Afidah (2022), students face various difficulties in vocabulary acquisition, including translation challenges, pronunciation problems, and memorization problems. These difficulties hinder them from understanding texts and expressing their ideas.

Children at this age tend to need learning approaches that are engaging and fun. Alloway et al.'s (2009) research shows that children with low working memory often show short attention spans and difficulty with learning tasks. So, monotonous learning methods, such as memorizing words, often make them bored and cause them to lose interest in learning (Mulyani, 2019). Inadequate learning strategies and practices make students feel less interested in learning (Afidah et al., 2022). Therefore, interactive learning strategies, such as using songs, can improve students' vocabulary memorization ability while maintaining their motivation to learn. Songs improve students' motivation,



mood, and engagement in learning English vocabulary (Purwanto & Noviyani, 2024; Astuti et al., 2023). This indicates the positive impact of incorporating songs into vocabulary learning.

Songs are long acknowledged as a resource that can be utilized in language education, particularly in learning that seeks to enhance vocabulary acquisition. According to Kurniawan (2016), melodies and rhythms in fun songs help students memorize and remember vocabulary. To maximize the utilization of songs in vocabulary instruction, the audio-lingual approach applies to learning. This approach emphasizes repetitive practice exercises that promote fluency and the ability to use vocabulary (Gatbonton & Segalowitz, 1988). One of the techniques often used in this approach is repetition drilling. In this technique, students are asked to repeat the phrase immediately after they hear it. After the student repeats the phrase, they repeat it again (Brooks, 1964). Through structured repetition, students not only remember words but also understand the context of their use, improving speaking and listening skills. In song-based learning, repetition drilling ensures that the vocabulary taught can be remembered in the long term, and the use of songs motivates students to learn vocabulary in a fun way.

Several previous studies explore the experiences of drilling techniques and the use of songs in English language learning. Although several studies examine the effectiveness of songs in the learning environment, most of them focus only on the motivational aspect or learning atmosphere. For example, the research conducted by Nurpratama (2019) examines learning English

vocabulary through songs. On the other hand, Risal (2023) examines the implementation of the expansion drill technique to enhance students' vocabulary mastery in the second grade of senior high school. These two previous studies are different, so this study not only utilizes songs as learning media but also applies structured repetition drilling techniques derived from audio-lingual methods. When songs are listened to, there is a positive emotional influence, which motivates the listener. The atmosphere produced by songs improves a person's ability to remember new vocabulary because people tend to understand information conveyed pleasantly and melodically more easily than the usual sentence (Lozanov, 2002). In addition to being fun, according to Brewer (2005), songs maintain students' attention and concentration, so when songs are used as a medium of instruction, students are motivated and feel much less frustrated than when they use standard textbooks. Mega's (2011) research shows that students experience a more enjoyable and relaxed learning environment, even in a dull classroom routine, since they can sing along to songs during class. Therefore, songs create favorable feelings that enhance and boost students' self-assurance in vocabulary learning.

This study is selected because it originates from the researcher's experiences while observing at a primary school in Pekalongan. When learning vocabulary through songs, the students seemed more excited, according to the researcher. Several students continued to sing the songs they had learned in class after the lesson ended. Based on these findings, the researcher set out to investigate how the students used songs and the repeated drilling technique to

learn vocabulary. The researcher also aimed to determine the difficulties the students faced when using this method. This study expected to provide more in-depth information about vocabulary learning using the repeated drilling technique through songs and the challenges they experience, both from the students' experiences and the teachers' experiences when their students use the technique. Additionally, this study aims to offer suggestions for teachers to implement song-based learning techniques to enhance the quality of vocabulary learning in primary schools, as well as to provide insights into the challenges that may arise when using this technique.

## **1.2 Identification of the Problem**

This study identifies the experiences of students and teachers using drilling techniques in learning English vocabulary through songs and analyzes the challenges faced by the teachers and students when using drilling techniques through songs. These students have difficulty remembering spellings, pronouncing words correctly, and using vocabulary in appropriate contexts. These difficulties are exacerbated by ineffective or inappropriate learning techniques. Consequently, the vocabulary learning process becomes suboptimal, which affects their English communication skills. Therefore, this study examines the experience of teachers and students in primary school using drilling technique in learning vocabulary through songs, which has been proven helpful in strengthening vocabulary memory and pronunciation.

### **1.3 Limitation of the Problem**

This study focuses on the experiences of teachers and students using drilling technique in learning English vocabulary through songs in Primary School. The research does not focus on other language skills, such as grammar or writing, nor does it compare this technique to others. Additionally, the scope of the study was limited to students in Primary school. Therefore, the results may not be generalizable to all English-learning contexts. This study did not quantitatively measure learning outcomes, but rather explored teachers and students' experiences during the learning process using drilling technique through songs.

### **1.4 Formulation of The Problem**

This study provides two research questions :

1. How do students and teachers experience using drilling techniques in learning English vocabulary through songs?
2. What are the challenges faced by the teachers and students when using drilling technique in learning English vocabulary through songs?

### **1.5 Aims of the study**

The research aims to find out about :

1. This study aims to uncover the experiences of students and teachers in using drilling techniques for learning English vocabulary through songs.
2. This research analyzes the challenges faced by teachers and students when using drilling techniques through songs.

## 1.6 Operational Definitions

- 1 Drill : Drills is an exercises that are done repeatedly to provide in-depth instructions to someone (Hornby 2010).
- 2 Repetition Technique : Repetition technique is a language teaching method that involves the repeated practice of words, phrases, or structures to help learners internalize and retain them (Harmer, 2007).
- 3 Songs : A song is a short piece of music with words that are sung, and it often contains repeated patterns, melody, and rhythm that can support language learning, especially vocabulary acquisition (Murphey, 1992).
- 4 Learning Vocabulary : Vocabulary learning in a second language (L2) or second language vocabulary acquisition is the process by which a person learns vocabulary in another language after mastering the first language (L1), also known as the “native language” or “mother tongue” (Xiaoli 2012).
- 5 Challenges : A challenge is a task, responsibility, or situation that requires significant effort,

determination, and skill to address and successfully overcome (Qi, et al 2021).

### 1.7 Significance of the Study

1. Theoretical : This research will contribute to Martin and White's theory, which relates to the feelings expressed in students' and teachers' learning experiences, as well as to Brooks' theory, which focuses on drilling techniques.
2. Empirical : This study can provide valuable insights into the experiences of both students and teachers in using the drilling technique through songs to learn English vocabulary.
3. Practical : The results of this study can be used to add information about the use of drilling techniques through songs for learning English vocabulary. In addition, The findings of this study are anticipated to be utilized for the purpose of learning English vocabulary.

## CHAPTER V

### CONCLUSION

#### 5.1 Summary of the Findings

Based on the results of this study, primary school students' experience in learning English vocabulary through drilling techniques with songs can be seen from how they are involved during the learning process and the results of the stories they tell. The use of songs in drilling helps create a fun learning atmosphere and makes students more active in participating in class activities. The students felt that repeating vocabulary through songs made it easier for them to remember and pronounce new words. They also claimed to be more confident in speaking because they were used to hearing and saying the vocabulary repeatedly while singing. Songs provide a rhythm that makes them less bored, and learning feels like play. Thus, songs become an effective medium in helping students understand English vocabulary naturally.

However, behind the excitement, some students have difficulties, especially when it comes to writing the vocabulary they have heard and pronounced. Although they can pronounce it well, writing the word with the correct spelling is still a challenge. Some students feel confused with the writing of letters in English because it is often different between sound and writing. This difficulty arises especially in vocabulary that has a pronunciation that does not match the spelling. In addition, there are students who are not used to copying or writing in English, so they need more time and further



guidance from the teacher. This shows that although songs help in the listening and speaking aspects, writing skills still require separate practice.

From the teacher's perspective, the drilling technique using songs really helps to increase students' engagement in learning. The teacher observed that the singing activity made students more enthusiastic and made it easier for them to remember the vocabulary. In fact, students who are usually passive begin to show more active participation during the learning process. However, teachers also encounter challenges in adjusting songs to the vocabulary material being taught. Not all songs are suitable for students' ability level, so teachers need to choose or simplify songs to make them more relevant and easily understood by students.

Overall, the results of this study show that the drilling technique through songs has a positive impact on vocabulary learning, especially in improving students' listening and speaking skills. To improve writing skills, additional strategies are needed that can support the strengthening of spelling and understanding of the written form of the vocabulary that has been learned through songs.

## **5.2 Recommendation**

In this section, some suggestions are addressed to students, teachers, and future researchers.

### **1. For Students**

Students are advised to participate more actively in learning activities that involve songs as a medium for learning vocabulary. By practicing

singing and repeating vocabulary through songs more often, students can improve their English listening and speaking skills in a more fun and effective way.

## 2. For Teachers

Teachers are expected to choose and adapt songs according to the students' ability level and the vocabulary material being taught. In addition, teachers are advised to develop learning methods that complement drilling techniques, such as practicing writing words or sentences from songs, so that students' writing skills can also improve. Training related to the use of song media in English learning is also important to support teachers in optimizing this technique.

## 3. For Future Researchers

Future researchers are advised to conduct research on other learning techniques that can improve students' writing skills more specifically. In addition, further research can explore the combination of drilling techniques with other learning media for more optimal results in learning English vocabulary in elementary schools.

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