

**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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2025**

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di

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Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyah dan Ilmu Keguruan UIN K.H Abdurrahman Wahid Pekalongan untuk diajukan dalam sidang munaqasah.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, disampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

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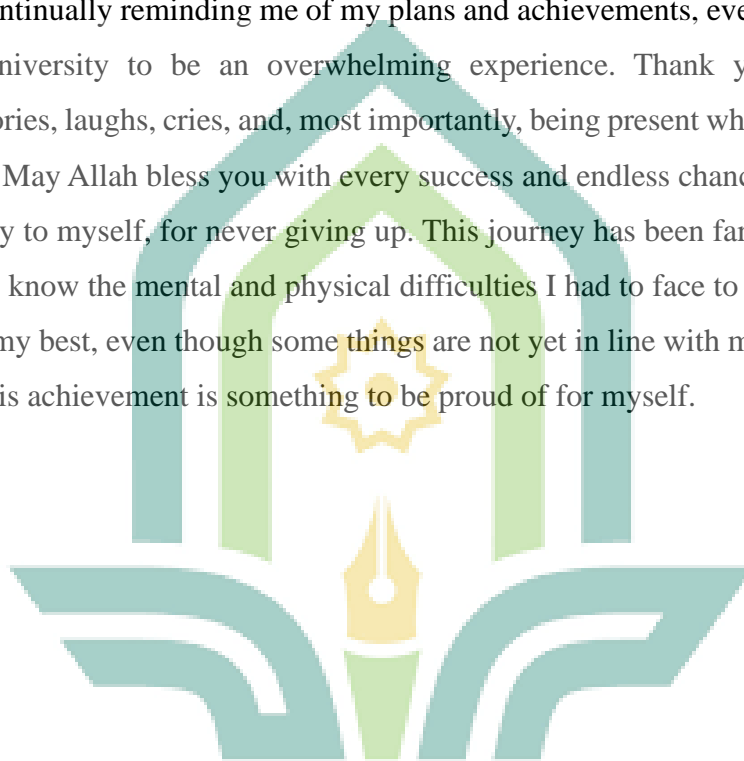
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MOTTO

*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:

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The Writer

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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 Ku nierek (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 II

THEORETICAL BACKGROUND

2.1 Literature Review

2.1.1 Experience

Experience involves the acquisition of understanding and abilities through activities such as doing, seeing, and feeling, over a period of time. Roth and Jornet (2014) assert that experience is a direct interaction between individuals and their environment. This includes body perception, social context, interactions with others, and experiences that occur in the past and present. Through these interactions, individuals can form knowledge and experiences that can be an important reference in individual development and self-identity formation (Vygotsky, 1997).

A person can go through both positive and negative experiences in life, which shape their emotions and influence how they make sense of their personal journey (Solomon & Stone, 2002). Joy, happiness, and satisfaction are examples of positive emotions that are usually connected to pleasant experiences and can help memory and motivation. In contrast, negative emotions such as sadness, anger, and anxiety often arise from stressful or unpleasant situations. These negative experiences are often felt more deeply and tend to stay longer in a person's memory compared to positive ones (Davidson, 2003). Therefore, attitudes that arise from experiences can affect one's interactions with other people, objects, and situations. Martin and White (2005) emphasize that these attitudes can be

learned through experience, which in turn can shape the way individuals view and react to their environment. Attitudes are divided into three domains of experience: affect, judgment, and appreciation. To collect data on students' feelings, the researcher categorized attitudes based on affect (such as security which includes confidence, and happiness which includes cheerfulness), judgment (both positive and negative judgment), and appreciation (appreciation related to positive impact).

The Appraisal Theory introduced by Martin and White in (2005) highlights how language is used to convey attitudes, emotions, and judgments toward individuals or situations in the context of communication. The theory outlines three ways in which communication can express feelings:

a. Affect

Describes how emotions and feelings can be expressed through language, either directly or indirectly.

b. Judgment

Describes a moral or ethical assignments of a person's actions or character, relating to the social attitudes and moral values considered in the communication.

c. Appreciation

Focuses on aesthetic evaluations or reactions to objects, which includes how to judge the quality or value of something.

2.1.2 Definition of Drill

Drill is a technique that has been used for many years in foreign language teaching, originating from the Audio-Lingual Method. According to Hornby (1995), drill can train a person comprehensively through regular repetition. This method emphasizes the use of drill as the main technique in language teaching, focusing on the repetition of structural patterns through oral practice. In the repetition drill technique, students repeat a statement aloud immediately after hearing it. The statement is designed to be short enough to remember, so that students can effectively internalize the language structure.

2.1.3 Types of Drill

There are several types of drills employed in this approach. Brooks (1964) identifies some of the key drills used in the method, which play a crucial role in reinforcing language structures and helping students internalize grammatical patterns. These drills aim to improve fluency and accuracy in language production through repetition and practice, including the following elements:

- a. *Repetition*. The student repeats an utterance aloud as soon as he has heard it. He does this without looking at a printed text. The utterance must be brief enough to be retained by the ear. Sound is as important as form and other. The following are the various types of exercises used :

Example :

1) I used to know him. - I used to know him.

After a student has repeated an utterance, he may repeat it again.

2) I used to know him years ago. - I used to know

2.1.4 Procedure of Drilling

Richards (2006: 7) lists the following two procedures: the top-down model (from drills to songs) and the bottom-up model (from songs to drills) as follows:

- a. Students first listen to a simple song containing key vocabulary. The song can be sung by the teacher or played through a recording. Students repeat each line of the song individually and together (chorus). The teacher pays attention to pronunciation, intonation, and fluency, and immediately corrects mistakes if necessary. The song is memorized gradually, line by line. If necessary, one line can be divided into several phrases. The song is sung together in groups, for example, one group sings the first line, and the other group responds with the next line.
- b. The song lyrics are modified according to the interests or situations of the students by replacing some keywords or phrases. Students then sing the song with the modified lyrics.
- c. Key vocabulary from the song is selected and used in pattern drills, such as:

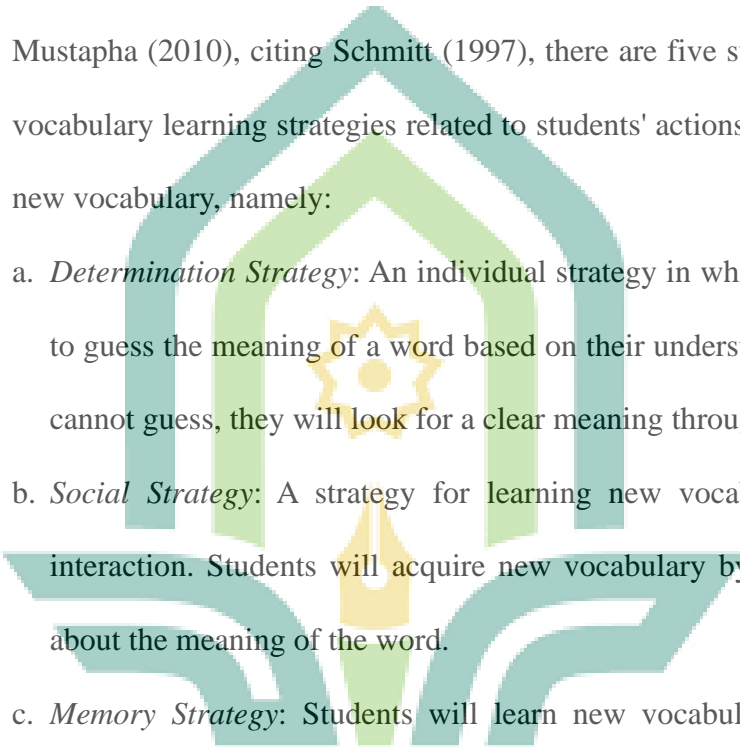
- 1) Repeating important words in various intonations or hand-clapping rhythms.
 - 2) Grouping words by category (for example: apple, banana = fruits; red, yellow = colors).
 - 3) Filling in the blanks in the song lyrics.
 - 4) Matching words with pictures or real objects.
- d. Students can refer to textbooks or visual media to strengthen vocabulary understanding. Reading, writing, or drawing activities can be used as follow-up activities.
- e. Follow-up activities can be done in various ways, such as:
- 1) Singing again with movements or visual aids.
 - 2) Song-based vocabulary games, such as composing words from pieces of lyrics.
 - 3) Using a language laboratory or digital media for additional practice.

2.1.5 Learning Vocabulary

Vocabulary learning is a learning process that involves acquiring and understanding new vocabulary, understanding the meaning of vocabulary, and using vocabulary correctly according to context. According to Xiaoli (2012), Vocabulary learners acquire words in a second language after becoming proficient in their first language (L1), commonly known as the "mother tongue." In addition, vocabulary

learning includes the process of memorizing and the ability to use it automatically in various language situations (McCarthy, 1984).

Vocabulary learning is a strategy for vocabulary learning that allows students to learn vocabulary effectively without having to rely on teachers. Therefore, students must have learning strategies that can help them to better understand new vocabulary. According to Asghari and Mustapha (2010), citing Schmitt (1997), there are five subcategories of vocabulary learning strategies related to students' actions when learning new vocabulary, namely:

- 
- a. *Determination Strategy*: An individual strategy in which students try to guess the meaning of a word based on their understanding. If they cannot guess, they will look for a clear meaning through a dictionary.
 - b. *Social Strategy*: A strategy for learning new vocabulary through interaction. Students will acquire new vocabulary by asking others about the meaning of the word.
 - c. *Memory Strategy*: Students will learn new vocabulary by linking existing knowledge to new words. For example, if someone explains that a four-legged animal is called an "elephant," then they will group the word "elephant" in the category of four-legged animals.
 - d. *Cognitive Strategy*: A strategy used by students to connect new information through activities such as taking notes, marking new vocabulary, using flashcards to remember new vocabulary, and so on.

e. *Metacognitive Strategy*: A strategy related to the process of monitoring, making decisions, and evaluating one's learning progress.

In addition to strategies in learning vocabulary, the challenges in learning vocabulary also vary. According to Rahmatillah (2017) learning vocabulary has various challenges, such as: (1) Difficulty in pronouncing words, (2) How to write and spell, (3) Differences in the grammatical form of a word known as inflection, (4) Difficulty in choosing the right word meaning, (5) Idiomatics. Such challenges come from various causes such as the difference between spoken and written grammar, limited word information, word complexity, and others.

2.1.6 Songs

A song is a short piece of music that usually has words. Richard (2002) states that a song is a relatively short musical composition for the human voice, which includes words or lyrics. Songs have a combination of melody and vocals and use a language style that differs from the language typically found in scientific or formal writings song lyrics can consist of several stanzas. Songs sometimes have a simple structure with one or two lines, or a more complex structure with several lines and refrains. According to Weikart (1988) a song is a brief poem or series of lines set to music and designed to be sung. When song lyrics are sung or spoken, one can usually feel the resulting pronunciation pattern of the lyrics. Songs usually have a meter or beat that can be felt when the lyrics are sung (Pratiwi, 2018).

When songs are listened to, there is a positive emotional influence, which can motivate the listener. The atmosphere produced by songs can improve a person's ability to remember new vocabulary, because people tend to more easily understand information conveyed in a pleasant and melodic way compared to the usual sentence Lozanov (2002). In addition to being fun according to Brewer (2005) songs can maintain students' attention and concentration, so that when songs are used as a medium of instruction students can be motivated and they feel much less frustrated than when they have to use standard textbooks. Mega's (2011) research shows that students can feel a more pleasant and comfortable learning atmosphere, even in boring classroom routines, because they can sing along with songs in class. Thus, songs can evoke positive emotions that can bring out and increase students' confidence in vocabulary learning.

2.2 Previous Study

This research requires input from several previous studies that can help the direction of the research being conducted. Several previous studies that discuss the use of repetition techniques in learning English vocabulary through songs in elementary schools by several authors are as follows:

Annisa (2023) conducted a study entitled “The Analysis of Repetition Drilling Technique in Teaching English Vocabulary to Vocational High School Students” which showed the teacher’s evaluation of repetition training in learning English vocabulary, pronunciation, sentence structure, and dialog. The motivation that teachers give to students when using repetition exercises has

both positive and negative impacts. In addition, motivation can also improve students' learning concentration. This study is comparable to the research that will be conducted by the researcher, which is to find out the experience of students in using the technique. However, there are differences from the research given, such as the participants in the study, and the media used for English vocabulary learning.

In addition, there is research that supports this research from Mulyono et al. (2023) entitled “Drilling Technique to Improve the Young Learners’ English Vocabulary Mastery” which aims to explain the Drilling technique to improve young learners' English vocabulary learning. The result of this study shows that drilling technique in Audio-Lingual Method is an effective method to teach English vocabulary to young learners. The use of this technique showed a significant effect on students' vocabulary improvement, with 2 students achieving good results and 3 students achieving excellent results. In addition, this study also applied drilling techniques using songs and movies. The results obtained are making the learning process more enjoyable for students. The researcher find the differences between this study and the research that the researcher will conduct, where this study did not examine the challenges that might arise when the technique is carried out.

Another study on vocabulary learning through songs is from Pavia et al.'s research. (2019) entitled “Incidental Vocabulary Learning through Listening to Songs” This study generally investigates vocabulary learning through songs and gathers information from participants' self-reports on their listening

behavior and its relationship with their vocabulary knowledge. The outcome indicates that listening to songs is an effective method for acquiring a second language, as both learners and teachers can utilize songs as a resource to enhance vocabulary, both in the classroom and beyond. This study has differences from the research that will be conducted by the researcher. The difference is found in the participant part, in this study, the participants chosen are participants who have studied English for at least five years. In addition, this study did not mention the techniques used in learning.

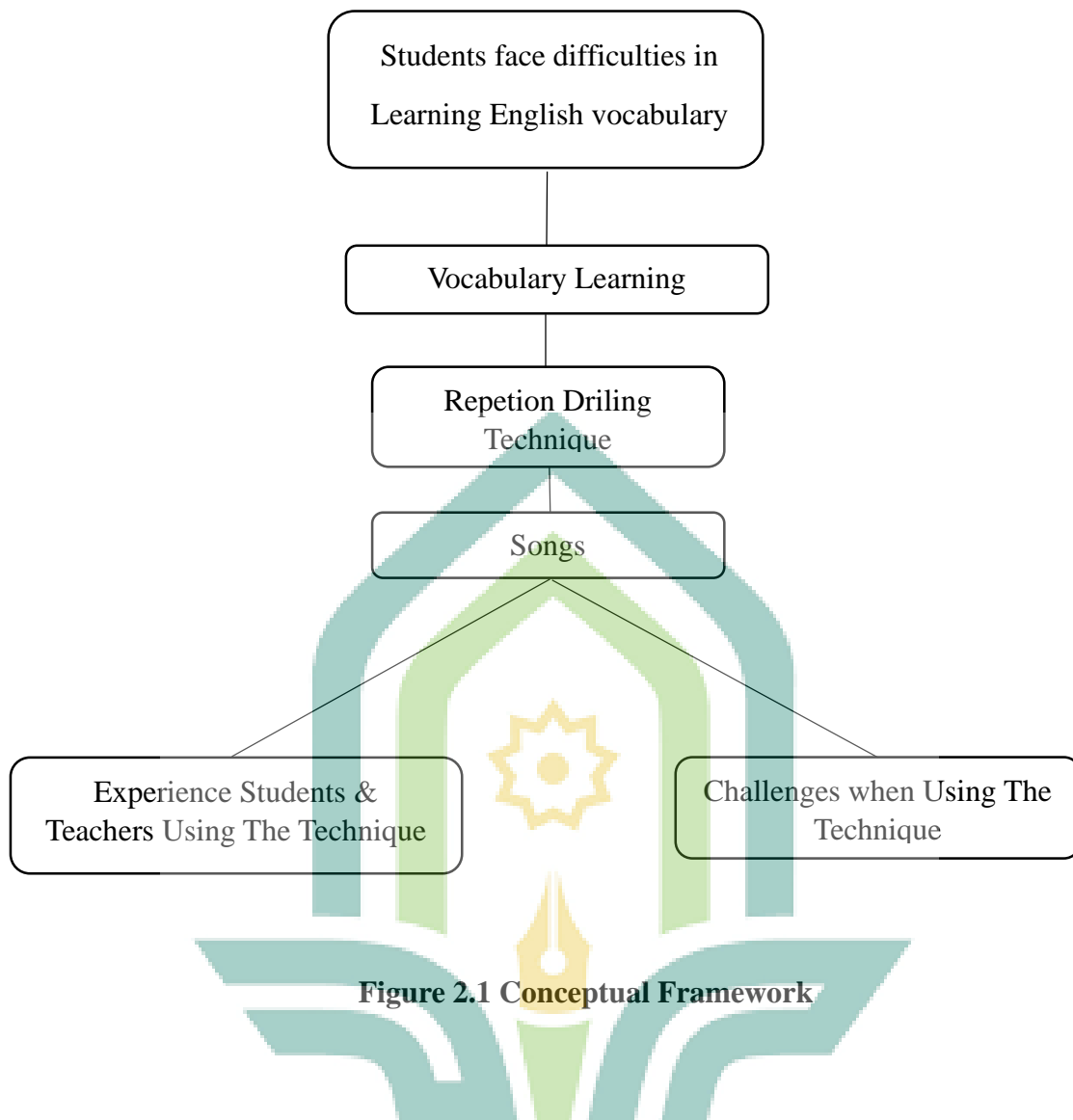
The following research supports the use of the repetition drilling technique. the research was conducted by Marques (2019) with the research title “An analysis of the pedagogical approach to vocabulary teaching at a language school in Southeast Brazil” This research investigates the methodology of vocabulary teaching by English teachers, along with the beliefs and challenges faced by teachers and students at the school in Vitoria, Espirito Santo, Brazil. These results show that vocabulary is very important in English learning, and teachers and students agree on the need for more varied and interactive teaching methods. Despite the awareness of the importance of innovative approaches, teachers face the challenge of a rigid curriculum, which limits the application of effective teaching techniques. The distinction between this study and the study that will be conducted by the researcher lies in the sample in this study the teaching focuses on teenage students while the new research will focus on elementary school children. In addition, this study was conducted in a language school in Brazil, while the new study focuses on an

elementary school environment in Indonesia, which may have different characteristics and learning needs.

The vocabulary instruction provided by teachers has an impact on the learning process. Asipi et al. (2023) in their study entitled “Methods of Teaching Vocabulary in English Young Learners' (EYL) Classroom” found that methods such as 'Listen and Repeat' and 'Listen and Do' were more dominant than other methods. The study also identified a mismatch between theory and practice in vocabulary teaching and emphasized the importance of variety in teaching methods to increase student's engagement in learning English. As an update, the first study focused on various vocabulary teaching methods used by teachers in general, while the new study is more specific on the use of repetition drilling techniques in vocabulary learning through songs.

2.3 Conceptual Framework

This study explores the use of repetition drilling technique in learning English vocabulary through songs in primary school. The researcher employs the theory of repetition and language acquisition to analyze how this technique affects students' vocabulary retention and learning experience. Based on the description, the conceptual framework can be drawn as follows:



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research discussed the experiences of teachers and students in learning English vocabulary through song repetition techniques. The study aimed to gain in-depth knowledge about these experiences by using a qualitative approach. Qualitative methods provided opportunities for exploration through open-ended questions, which allowed for a direct understanding of participants' perspectives and experiences without limitations (Butina, 2015).

This research employed an analytical approach in the form of a narrative inquiry method, as described by Clandinin and Connelly (1990). This method served as a research design to capture and analyze teachers' and students' stories throughout the English vocabulary learning process. This approach allowed participants to share their experiences with the song repetition technique, enabling the researcher to explore its application more deeply from their perspectives. The narrative inquiry design prioritized participants' stories, ensuring that their experiences remained at the center of the research.

3.2 Setting and Participants

This research takes place in one of the elementary schools (SD) in Pekalongan, Central Java. It involves four people, two teachers and four students. The participants in this research consist of two teachers and two students. The participants selected by the researcher are 8-11 years old for the

primary school children and 23-30 years old for the teachers. The researcher chooses these four participants to explore differences. Before the interview begins, the participants sign a consent form to participate in this research, and their personal information remains confidential.

3.3 Data Collection

In this study, the researcher used qualitative data by utilizing data collection methods, including interviews and observations. The researcher chose semi-structured interviews because they allowed the exploration of participants' perceptions, challenges, and benefits (Sugiyono, 2016). These interviews were conducted in Indonesian to avoid confusion or misinterpretation of the questions. Each participant was interviewed on a different day, and notes and audio recordings were used to document the interviews. Besides interviews, the researcher also used observation as a data collection method. Observation was a systematic approach to collecting data about certain behaviors in their natural environment, characterized by predetermined operational definitions, standard procedures, and objective recording (Hintze, 2002). By using this method, the researcher could clearly present the depth of the research because they directly observed the activities that took place. The researcher also used documentation to support data obtained from interviews and observations, providing concrete evidence of the research findings.

3.4 Data Trustworthiness

This research applies method and source triangulation, as Patton (2001) proposed, to validate the data collected through interviews, observations, and documentation. Method triangulation combines in-depth interviews with direct classroom observations and documentation review. Through the interviews, the researcher gathers information from teachers about their experiences using the song practice technique and students' responses to this approach. Classroom observations allow the researcher to observe teaching activities and interactions between teachers and students during the learning process. Additionally, documentation such as the songs used is analyzed to provide further evidence of the application of the song practice technique.

Source triangulation is applied by involving both teachers and students as participants. Teachers provide their experiences of how they incorporate the song practice technique into their teaching, while students share their experiences and perceptions as learners. Data from both groups are compared to identify any discrepancies or consistencies, ensuring the reliability of the findings. To further strengthen the validation process, the researcher conducts member checks by confirming the results of the interviews, observations, and documentation with participants. This ensures that the interpretations accurately reflect the participant's experiences and the context of the teaching and learning process, thus enhancing the credibility of the study's conclusions.

3.5 Data Analysis

Researchers will transcribe the data collected from the interviews was used to assist in the analysis. To conduct a more thorough examination, the researchers reviewed the transcripts multiple times to identify the key themes used Braun and Clark (2006) to find frequently occurring patterns. There are six-phase in the thematic analysis as follows:

3.5.1 Become Familiar With The Data;

The first phase of the researcher read and re-read data transcription to familiar with the data.

3.5.2 Generate Initial Codes;

The second the data relevant to the research questions, compiles the data relevant to each code..

3.5.3 Search For Themes,;

The researcher checks codes and collects similar data to generate a theme.

3.5.4 Reviewing Potential Themes

The researcher reviews, modifies, and develops the themes that have been made, to see if it is appropriate or make sense.

3.5.5 Defining and Naming Themes

The researcher identifies the core of the themes.

3.5.6 Producing The Report

The researcher writes the report of the findings.

The researcher analyzes the interview data about feelings using the appraisal theory by Martin & White (2005). Appraisal helps interpret the meaning in communication, and it includes three main parts: attitude, engagement, and graduation. Attitude is about feelings and is divided into three areas: affect, judgment, and appreciation. Affect focuses on the emotional reactions of the storyteller, such as happiness, sadness, anger, or frustration, and how these emotions appear in social interactions. The researcher sorts the data by looking at the affect based on four factors: inclination/disinclination, satisfaction/dissatisfaction, security/insecurity, and happiness/unhappiness. This helps the researcher understand students and teachers feelings more deeply.

3.6 Research Steps

The implementation of the research steps from the beginning to the end of the study is included in the research steps. In this study, the researchers use seven steps to conduct narrative research (Creswell, 2012). The steps are as follows:

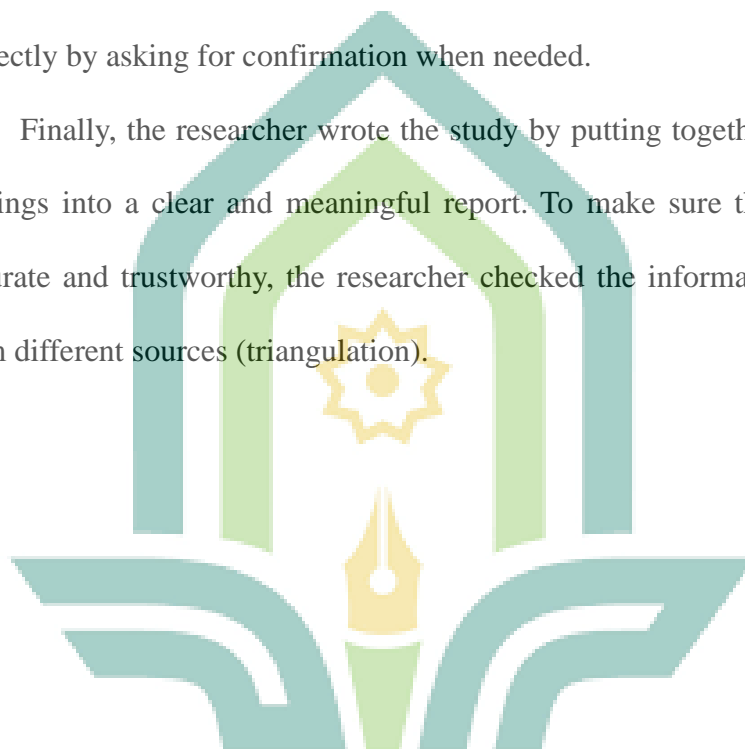
In this study, the researcher started by identifying a real issue in education that needed attention. The focus was on how students learn English vocabulary using drilling techniques through songs. After deciding on this topic, the researcher chose participants who had experienced this learning method in their classrooms.

To understand their experiences better, the researcher collected data through semi-structured interviews, classroom observations, and by gathering

related documents. After that, the researcher retold the participants' stories using simple and clear language, so that readers could truly understand what they went through and how they felt during the learning process.

Throughout the research, the researcher worked closely with the participants. They were encouraged to share their thoughts and opinions freely, while the researcher made sure everything they shared was understood correctly by asking for confirmation when needed.

Finally, the researcher wrote the study by putting together the data and findings into a clear and meaningful report. To make sure the results were accurate and trustworthy, the researcher checked the information using data from different sources (triangulation).



CHAPTER IV

RESULTS AND DISCUSSION

4.1 Findings

4.1.1 Teachers' experience of Drilling Technique through Songs

Teachers shared their experiences in using drilling techniques through songs to teach English vocabulary. They mentioned that the drill of words in songs helps students remember and pronounce new vocabulary more easily.

"I sing a line of the song repeatedly, especially the part containing new vocabulary. Students repeat it several times until they have memorized it." (Second Participant Personal communication, February 2025)

Another teacher explained that he often modified song lyrics to suit the vocabulary she wanted to teach:

"Sometimes I change the lyrics a little so that students can learn new words with the same song. That way, they don't get bored." (First Participant Personal Communication, February 2025)

This technique makes vocabulary practice more interesting and less boring. Songs provide a natural context for students to hear and say words repeatedly, without pressure. Based on observations in class, students seemed enthusiastic and active when participating in singing activities in class. They repeated vocabulary loudly and enthusiastically. Some students who were usually quiet also looked more confident when singing together. With this modification of the lyrics, students are able to better understand the vocabulary taught and relate it to their learning context. One of the songs modified by the teacher:

“Lagu Nama Kendaraan”

Ship ship ship kapal laut

Train train kereta Api

Car car car itu mobil

Air Plane itu pesawat

Jet jet jet pesawat jet

Bicycle itu sepeda

Pedicap itu becak

Bua bus bus itu mobil Bus

Ship ship ship kapal laut

Train train kereta api

Car car car itu mobil

Airplane itu pesawat

Motorcycle sepeda motor

Buggy kereta andong

Ambulance itu ambulans

Truck truck truck itu mobil mobil truck

The teacher used the tune of a children's song called *Kring Kring Kring There is a Bicycle* by modifying the lyrics to teach the names of means of transportation in English along with their meanings.

In addition to using songs, teachers also combined visual aids and physical movements to support drilling techniques and strengthen students' learning experiences.

“Students are asked to move, and then I show a picture and ask them to say what is in the picture in English. We repeat the activity until the students memorize the vocabulary.” (Second Participant Personal Communication, February 2025)

This approach shows that teachers use various procedures from learning to strengthen vocabulary understanding. When singing, students not only hear words (auditory input), but also see images (visual) and do physical movements such as pointing or imitating words. This multisensory approach helps students make stronger connections between words and their meanings, making them easier to remember and understand.

Observations in class support this approach. For example, in a lesson about transportation, students were asked to sing songs about various means of transportation while pointing at pictures shown by the teacher. This activity makes the lesson more interactive and fun, making it easier for students to remember vocabulary and its meaning.

In addition to singing, the teacher also invites students to play vocabulary guessing through pictures to train students' vocabulary understanding and memory. In this game, the teacher shows pictures of vehicles one by one in front of the class, then students are asked to mention the names of the vehicles in English. The vocabulary used in this game is in accordance with that in the song, including: *car, bus, truck, airplane, ship, train, bicycle, motorbike, jet, buggy, and ambulance*.

The teacher presents the pictures randomly, then asks questions about which picture the teacher is holding and the students take turns

guessing it. After one of the students answers, the teacher asks the whole class to repeat the word together as a form of reinforcement. In this way, students not only learn vocabulary passively, but are also actively involved in pronouncing it.

This game not only helps students remember vocabulary, but also builds their courage to speak in class. The classroom atmosphere seemed lively and full of enthusiasm. Some students even seemed to be fighting to answer first. This activity made the learning process feel like playing, but still meaningful.

Both teachers agreed that songs are very helpful in learning vocabulary, especially for primary school students. They stated that the selection of songs should be adjusted to the age, interests, and topic of the lesson.

Choose songs that are familiar to children because the melody is easy to remember. I look for songs that fit the theme, for example about fruit or animals." (First Participant, Personal communication, February 2025)

Another teacher also explained:

Songs are adjusted to the subject matter, sometimes the melody of the song and the vocabulary are changed according to the material." (Second Participant Personal communication, February 2025)

By choosing songs that are relevant to the material, students can more easily understand the meaning of the words. Songs such as "Head, Shoulders, Knees, and Toes", "The Alphabet Song", and songs about

topics such as transportation, fruits, or animals are often used because they are relevant to the lesson.

Students also seem to be more focused and motivated when learning with songs. They listen carefully to the lyrics and try to follow along, even though they don't understand all the words right away. However, the words are repeated in different verses, students gradually become more familiar with them. The melody also helps them remember faster. Teachers say that some students are even able to use words from the songs in class discussions or during exams. Songs are often repeated at the beginning or end of lessons to reinforce students' memory of the material or vocabulary they have learned.

4.1.2 Students' experience of Drilling through Songs

During the interviews, the students shared their experiences in using drilling techniques through songs to teach English vocabulary, they mentioned how their experiences of repetition helped them remember new vocabulary.

“When I repeat the same words while singing, At first, I couldn't remember and understand them right away, but after saying it many times, I could remember it easily.” (Third Participant Personal communication, February 2025)

This shows how practicing songs helps students recognize and remember words over time. Another student added:

“When practicing vocabulary I can answer them even though sometimes I still forget some but when I try to sing it again I can remember it again.” (Third Participant Personal Communication, February 2025)

Many students shared that they didn't need to sit down and memorize words like they used to. They didn't have to open their notebooks and repeat the words over and over in silence. Instead, by singing the same song again and again, or saying the words aloud in fun classroom games, the vocabulary just stayed in their mind without them realizing it. Over time, the words became more familiar, and they could remember them easily even during exams or when answering questions in class. It felt more natural and enjoyable, not like doing homework or studying under pressure. In addition to drill, students also shared their activities after the teacher introduced new words; they were asked to repeat them aloud several times. Sometimes, teachers add actions, games, or visual cues to support vocabulary practice.

We point to the picture and say the word that goes with it and it keeps repeating. I love it when we play guessing games."(Four Participant Personal Communication, February 2025)

This activity made learning more fun and easier to follow. By using hand movements or looking at pictures, students could understand the meaning of words better. They said it helped them remember because they could see and feel what the words meant, not just hear them.

Observations showed that students were more active during this session. They could repeat words in together, participate in games, and follow the teacher's instructions. Some students were even seen imitating their classmates' actions while saying the vocabulary out loud. This combination of verbal drill and physical movement helps to strengthen

their comprehension and memory. Beside, Songs are also used as part of the practice technique. Students sing songs containing the target vocabulary, and the teacher repeats important lines to emphasize certain words.

I remember the lyrics because we sang the same song repeatedly. During the exam, I could hear the melody in my memory. (Four Participant Personal Communication, February 2025)

Through songs, students experience drilling in a more interesting and fun way. They report that learning while singing is fun and less stressful.

"I love learning while singing. It's not boring, and I want to sing more." (Four Participant Personal Communication, February 2025)

Initially, some students felt shy to sing. However, over time, the supportive and relaxed environment helped them gain confidence. A student who was usually quiet and shy said:

"Before, I was afraid of speaking in class. However, when we sang together, I felt comfortable saying the words." (Third Participant Personal Communication, February 2025)

Classroom observations support this experience. Students became more enthusiastic over time. In the early lessons, some people were shy to join, but eventually they sang along, repeated the vocabulary clearly, and were even asked to repeat the song. During break time, some students were heard humming or softly singing the same song from the lesson, which shows that the vocabulary stuck with them after the class ended.

Students' responses and behaviors during the class show that the practice technique, especially when supported by additional activities and songs, makes vocabulary learning, fun and memorable.

4.1.3 Challenges in experience using Drilling techniques through songs

Although the song exercise technique can be used in vocabulary learning and has shown positive results in pronunciation and vocabulary acquisition, both teachers and students shared that they found challenges in its application, especially in writing and spelling.

“When singing, they are fluent, but when writing, they sometimes mispronounce letters or forget the meaning.” (Four Participant Personal Communication, February 2025)

This reflects that while the rhythm and melody of the song helps students pronounce and remember vocabulary, it does not necessarily support understanding the correct spelling or written form of the word. A similar concern was expressed by a student:

“I remember the lyrics of the song, but when writing, I am confused about the spelling.” (Four Participant Personal Communication, February 2025)

This response suggests that although students are engaged and confident during oral activities, they still struggle when asked to transfer what they have learned into written form. The support provided by music, rhythm, and melody helps them memorize the sounds, but not always make them aware of how the words look when written.

Some of the vocabulary words that students struggled with during writing tasks included *airplane*, *bicycle*, *ambulance*, *motorcycle*, and

pedicab. Although they could pronounce these words correctly while singing, several students misspelled them when asked to write them down. For example, some wrote “airplin” instead of “airplane,” or “bicicel” instead of “bicycle.” This indicates that while musical repetition helped students become familiar with the sound of the words, it did not necessarily help them visualize the correct spelling in writing.

Meanwhile, based on classroom observations, some students seemed hesitate when doing the writing task, even though they had just sung the same words confidently. In some cases, they asked their teachers how to spell the vocabulary they had just practiced through songs. This highlights the gap between oral fluency and literacy skills, suggesting that drilling through songs may need to be paired with additional technique, such as spelling or visual word displays, to support comprehensive vocabulary acquisition.

Another challenge noted by one teacher was the limited variety of songs appropriate to the lesson topic. Sometimes, teachers have to change the lyrics or create their own simple songs to match the vocabulary, which requires extra preparation time:

“Not all topics have songs, so I need to change the lyrics or make my own song. That takes more time.” (Second Participants Personal communication, February 2025)

Despite these challenges, both teachers agreed that the benefits of using songs are worthwhile, especially in motivating students and their speaking skills. However, they emphasized the need to balance song-

based activities with other techniques that target writing, spelling and a deeper understanding of vocabulary usage.

Drilling techniques through songs can be used in vocabulary learning but will not necessarily strengthen their writing skills. Teachers need to provide additional support, such as spelling practice, writing practice, and visual reinforcement, to help students master vocabulary thoroughly, both orally and in writing.

4.2 Discussion

4.2.1 Teachers' experience using Drilling Technique through Songs

Interview results from teachers show that repetition plays an important role in the application of drilling techniques through songs. As stated by one of the teachers, where she invite their students to sing a song together repeatedly until their memorize it.

The statement delivered by the teacher illustrates that drilling repetition is not only part of the song structure, but also used intentionally as a teaching technique to strengthen students' vocabulary acquisition. This is in line with the views of Brooks (1964) who emphasizes that structured and repetitive practice is fundamental in language teaching. Brooks explains that systematic repetition can help form correct language habits in students.

In addition to repetition, the teachers also shared that they apply drilling procedures that they have adapted to the learning context and

students' conditions. Where she said that she also ask her students to sing repeatedly until they memorize it

The statement delivered by the teacher illustrates that repetition is not only part of the song structure, but also used intentionally as a teaching technique to play the song to be sing by the students together and then discuss the vocabulary that appears in the song, as stated by Li and Zhang (2025) Research which supports the use of songs as an effective tool for teaching vocabulary in foreign language education. Their studies have shown that songs can significantly enhance vocabulary acquisition, particularly for young learners, this is inline with Pavia et al (2019) research that shown a song is an effective tool to learn second language.

From the statement above, the teacher uses the top-down model in the drilling procedure as described by Richards (2006), top-down is starting from the song to provide context, then continuing with vocabulary reinforcement through repetition. In practice, teachers use this approach to help students recognize vocabulary in a meaningful context before leading to more focused practice.

Another teacher added that they also modify the song lyrics to better suit the situation and students' interests, this modification falls under the bottom-up procedure according to Richards (2006), which is when drilling is done first on certain vocabulary, then used in the modified version of the song. Thus, students not only recognize the

meaning of the vocabulary, but can also use it actively in the context of a fun and easy-to-understand song.

To strengthen students' memory, teachers also use visual media in the form of games. Andic et al (2018) stated that using games and audio-visual media in teaching can enhance students' memory and learning outcomes. Memory games, word associations, and quizzes have been found to increase student motivation and engagement

Activities such as guessing vocabulary through pictures are part of the drilling procedure mentioned by Richards (2006), namely matching words with pictures or real objects. The use of visual media strengthens the association between sound, meaning, and word form, thus increasing students' absorption of the vocabulary learned.

In addition, during class, students seemed to identify and remember vocabulary more quickly after seeing pictures that match the words. Liando et al (2022) support this finding with his research that found that incorporating images into vocabulary instruction significantly improves students' engagement, comprehension, and ability to recall new words. This also supports the finding that visual media, as stated by Richards (2006), is effective in connecting words with their meanings, as well as making it easier for students to memorize vocabulary in a more fun and interactive way.

Teachers also create a fun and interactive atmosphere in song learning for all students, while for the students who do not sing will be

asked to sing alone in the front of the class, this adding movement and actively involving all students shows that the teacher is creating dynamic interactions in the classroom. This is in line with Roth & Jornet's (2014) view that learning experiences are the result of continuous interaction between students and their learning environment. Songs, in this case, are not only an auxiliary medium, but also a vehicle for interaction, social engagement and memory reinforcement.

The results of classroom observations show that the repetition exercises carried out by the teacher are not only limited to singing songs, but also reinforced with various activities that involve active student interaction. In some sessions, it was seen that students enthusiastically participated in singing activities while moving, which helped to strengthen their engagement. When the song was sung by the teacher, students were very focused on listening, then when the teacher asked them to sing along, students were very enthusiastic, even helping friends who had difficulty remembering the lyrics. This interaction adds to the fun learning atmosphere, as explained by Roth & Jornet (2014), that learning is the result of ongoing social experiences between students and their learning environment. it creates a higher sense of confidence in students. besides that when the teacher asks students to sing and when students do not sing and move then they will be punished, it creates a higher sense of confidence in students. Some students who initially seemed hesitant became more courageous and active after being given

the opportunity to sing with the support of their friends. This is in accordance with the principles described by Vygotsky (2001) on the importance of social support and interaction in learning. Such social support can strengthen students' zone of proximal development, facilitating them to learn language more effectively.

4.2.2 Students' experience using Drilling through Songs

Students' experience in using the drilling technique shows that drilling repetition can help them remember vocabulary more quickly and accurately. Students felt that memorizing vocabulary through songs helped them memorize vocabulary faster. The drilling technique performed by students orally and repeatedly makes them familiar with the pronunciation and meaning of words. This is in line with Brooks' (1964) view, which states that drilling is a method of habit formation through repeated practice to strengthen the correct language structure. Through this exercise, students not only memorize, but begin to understand and get used to using vocabulary naturally according to the context. Repeating words gives students more chances to remember vocabulary and understand it better. It also helps them feel more ready when the teacher asks a question. Naeimi & Foo (2014) support this finding with their research, which found that repetition helps strengthen memory and helping word understanding in learning vocabulary.

The teacher modifies the lyrics by changing the vocabulary in the song according to the learning material. By changing the song lyrics into

vocabulary that is in accordance with the material, students can more easily relate the vocabulary taught to their daily experiences. When song lyrics are changed according to the subject matter, students find it easier to understand new concepts. The addition of meaning in the lyrics helps them connect the contents of the song with the topic being studied, so that learning feels more enjoyable and easier to remember. This is also supported by Rohmah & Indah (2021) shows that modified English songs can help students' vocabulary mastery compared to traditional learning technique such as lectures, memorizing word lists, and repetitive written exercises without context, which tend to make students bored quickly. By drilling and songs, students still get helpful repetition exercises, but in a more interesting and enjoyable atmosphere. This modification of the lyrics allows students to better understand the vocabulary taught and relate it to their learning context. One of the songs modified by the teacher the titled is "Lagu Nama Kendaraan". The teacher used the tune of a children's song called *Kring Kring Kring There is a Bicycle*"by modifying the lyrics to teach the names of means of transportation in English along with their meanings.

During the lesson, the teacher provided an additional activity, which was a vocabulary guessing game using pictures. In this game, the teacher still maintained a focus on vocabulary repetition. Students found it easier to remember vocabulary when learning activities were combined

with games. Games not only helped them practice directly, but also made the repetition process more enjoyable and less boring.

Saundic (2019) supported this finding with his research, which showed that word games could help students memorize vocabulary more easily, increase their motivation to learn, and build greater interest in the learning process.

The pictures used by the teacher aimed to strengthen students' understanding of vocabulary. During class, the teacher used pictures of transportation tools that students often saw, such as bicycles, cars, motorbikes, and others. This shows that games can help students' recall of vocabulary because they involve visual and interactive engagement. Through this approach, students not only repeat words, but also associate them with meaning concretely through images. According to Richards (2006) repetition is one of the basic techniques in language learning that helps facilitate vocabulary retention and mastery.

In the top-down model, students first listen to a song sung by the teacher that contains important vocabulary. After students listen to the teacher singing, they are asked to repeat each line of the song, either individually or together. This approach is in line with the theory proposed by Richards (2006), which explains that drilling through repetition of sounds is used to improve pronunciation, intonation, and fluency in language learning.

In addition to singing in groups, the teacher sometimes adds body movements, making it easier to remember and more fun. When the teacher provides these additions, students show positive emotional responses as shown through cheerful expressions, laughter, and active participation during the activity. Students feel more confident when singing songs together. They are not afraid to make mistakes and become more courageous in reciting each verse of the song with the right rhythm. Fun songs sung together can also increase their enthusiasm for learning. This shows that songs not only strengthen verbal memory, but also increase students' courage and confidence in learning English. In Appraisal theory by Martin and White (2005), positive emotions such as pleasure, enthusiasm and confidence reflect students' high affective engagement in learning activities. Fun and easy-to-follow songs help to create a supportive learning environment, so that students feel comfortable to actively participate.

4.2.3 Challenges in experience using Drilling techniques through songs

Although drilling technique through songs showed positive results in improving students' pronunciation and vocabulary retention, there are some challenges faced by teachers in its implementation, especially related to writing skills and the availability of supporting media.

The teacher observed that some students were able to sing the lyrics well, but still had difficulty writing the vocabulary correctly. This indicates a challenge in separating oral ability from accuracy in written

form. Practice techniques through songs do support fluency in speaking and pronunciation, but do not necessarily improve spelling in writing skills. This finding is in line with Rahmatillah's (2017) opinion, which states that one of the difficulties in learning vocabulary relates to word forms, including spelling and structure. Students may recognize a word when they hear it, but still have difficulty reproducing it in writing.

Some of the vocabulary words that students struggled with during writing tasks included *airplane*, *bicycle*, *ambulance*, *motorcycle*, and *pedicab*. Although they could pronounce these words correctly while singing, several students misspelled them when asked to write them down. For example, some wrote “airplin” instead of “airplane,” or “bicicel” instead of “bicycle.” This indicates that while musical repetition helped students become familiar with the sound of the words, it did not necessarily help them visualize the correct spelling in writing. This challenge arises because the exercises given by the teacher are not in accordance with what students learn. the teacher provides exercises or pronunciation learning but the tasks or exercises given by the teacher are in the form of writing. this is one of the things that causes problems for students.

Another challenge teachers face is limited resources and teaching materials. Sometimes, teachers need to change the lyrics of the song themselves because there is no song that really fits the topic of the lesson. This condition shows that there are still challenges in finding the right

song to support the material being studied. This supports Richards & Rodgers (2014), who state that teachers often face limitations in adapting learning materials to fit the context and needs of students. Changing song lyrics requires time and creativity, and without adequate resource support, this can be an additional burden that affects the quality of teaching.

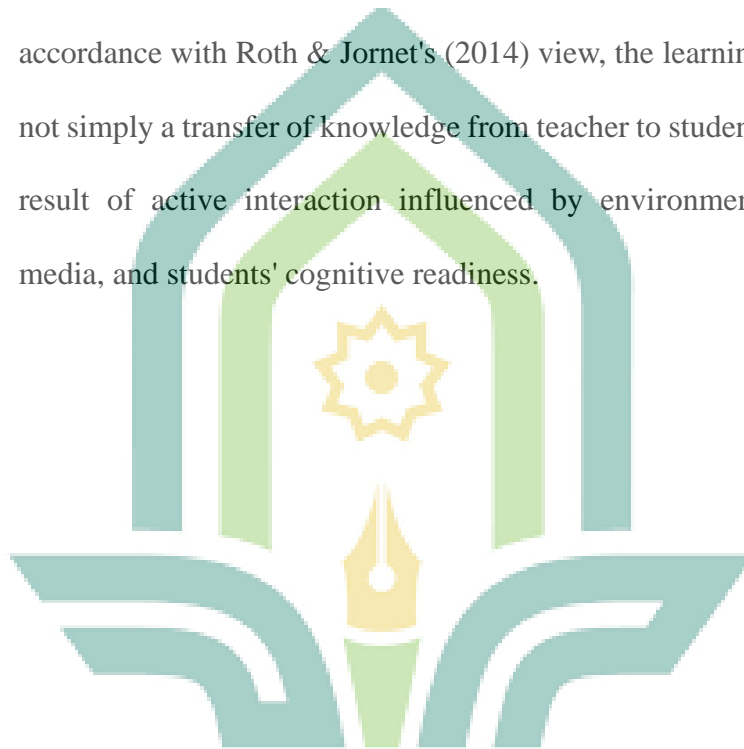
In addition to material limitations, technical constraints in the form of unavailability of supporting media also become an obstacle in optimally implementing song-based drilling techniques. Teachers do not have access to a projector screen, active speakers, or adequate audio devices in the classroom. This condition makes teachers have to sing songs manually, which sometimes makes it difficult for students to capture the melody or lyrics clearly. This lack of technological support also limits the variety of songs that can be used, and makes it difficult for teachers to present a more lively and interesting learning experience. This supports the findings of Hoxha, Tafani, and Kennetz (2020), who highlighted that limited access to technology in the classroom poses a challenge for teachers in providing motivating and effective English language instruction.

In addition to the challenges from the teacher's side, students also face some obstacles in learning vocabulary through song-based drilling techniques. Although songs are able to increase enthusiasm and speaking ability, some students admit to having difficulty when it comes to

applying vocabulary in written form. Some students can remember and sing the lyrics well, but they are still confused when they have to write them down. This shows a gap between oral ability and writing skills, where students are more fluent in pronunciation but do not fully understand how to write it down correctly. This is in line with Rahmatillah (2017), who argues that one of the main difficulties in vocabulary learning is related to word form, especially spelling and structure. This shows that although songs help in mastering sounds and pronunciation, understanding the written form still requires a different approach. Some students admit that they easily forget the meaning, especially if they rarely listen to songs. This condition shows that understanding the meaning will not last long without regular repetition, so repetition in drilling techniques can help to strengthen students' memory of skills. This finding supports the theory of Brooks (1964), who emphasizes that repeated practice is a major key in language learning, especially to strengthen long-term retention. When songs are rarely played or not repeated regularly, the effect of drilling through songs becomes less optimal.

The challenges these students face suggest that learning experiences result from direct interactions between individuals and their learning environment. This is supported by Emo et al. (2015), who stated that learning is a complex and dynamic process that emerges through these interactions. According to this view, learning is not linear or

mechanistic, but rather adaptive and unpredictable, shaped by students' ongoing engagement with their environment. This helps explain why students may respond differently to the same learning method, such as repeating a song, depending on their context and experiences. In this case, limited facilities, vocabulary variety and teaching strategies affect how students build vocabulary comprehension and retention. In accordance with Roth & Jornet's (2014) view, the learning experience is not simply a transfer of knowledge from teacher to student, but rather the result of active interaction influenced by environmental conditions, media, and students' cognitive readiness.



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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