



## **The Use of Drilling Techniques Integrated with Technology to Improve Students' Vocabulary Mastery at An Elementary school in South Bali**

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### **Abstract**

The research was conducted to improve students' vocabulary mastery by applying drilling techniques combined with technology through vocabulary video media at An Elementary school in South Bali and to find out students' responses to the use of drilling techniques. Data collection was conducted through interviews, vocabulary tests, and observations using Classroom Action Research (CAR), which involved 35 grade 4 students. The results showed that drilling techniques combined with technology through vocabulary videos were very effective for students to understand vocabulary well, as seen from the pre-test with a score of 64.43 to 75 in cycle I and 87 in cycle II, which successfully exceeded KKTP. The student responses were very positive because they felt motivated, and the classroom atmosphere became fun because it was balanced with audio visuals. From the implementation of this study, it can be concluded that the use of drilling techniques integrated with technology can improve the vocabulary mastery of grade 4 students.

**Keywords:** Drilling technique, vocabulary mastery, vocabulary video, technology.

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### **1. Introduction**

Vocabulary is one of the most important things or the first pillar that must be mastered. A strong vocabulary foundation not only facilitates the communication process but also becomes an important prerequisite for other language skills, such as reading, writing, listening, and speaking (Novianty & Lastari, 2023). Waruwu et al. (2023) state that vocabulary is the first component that needs to be learned to master a new language in order to understand the meaning of the words when communicating both orally and in writing. In the context of English as a Foreign Language (EFL) learners, developing a strong vocabulary early on is very important. This not only supports the cognitive development of elementary school students but also helps develop their ability to understand the meaning of words and strengthen their memory of language concepts (Ibhar, 2022). Mastering English vocabulary is a must in mastering English because it can make student easily

use, interact, and express their communication (Komalasari, 2022). Thus, in the early stages of language learning, students should master basic levels of vocabulary as the main foundation.

However, if vocabulary learning is not done consistently, students can experience various obstacles such as difficulties in pronouncing, spelling, and understanding the use of vocabulary in certain contexts (Aba & Pontoh, 2022; Afidah, 2022; Cinta Rahmadillah & Fatimah, 2023; Komalasari, 2022; Ryan et al., 2024). Rahmadi Ilah et al. (2023) show that students are still less able to use vocabulary functions relevantly and only rely on memorization and translation, so it is less effective if they want to master the language and will have difficulties when communicating. Based on initial observations, by conducting interviews with teachers, it was found that 60% of the students had low vocabulary mastery, as evidenced by pure scores that were still below the KTT of 70 during English language learning in class. This is caused by several factors, including (1) Firstly, there seems to be a lack of utilization of technology, particularly videos, in teaching vocabulary. (2) In addition, despite having well-equipped facilities, there seems to be underutilization of technological resources by the teaching staff, and only traditional textbook-based teaching techniques are used. (3) There is no motivation for the student.

Based on Lucas et al. (2014), young learners are still not yet able to think abstractly, but they can imitate very well. Therefore, in learning vocabulary, a very effective technique is needed so that students can easily remember and understand vocabulary effectively. One of the effective techniques is the drilling technique, which is effective because it provides repeated exposure and practice of the vocabulary taught so that students can internalize words better and use them fluently (Fransiska et al., 2016). Young learners, especially learners of English as a foreign language, need repetition to understand, remember, and master new vocabulary in depth (Freeman et al., 2000). Repetition is one of the core drilling techniques and is also one of the main elements of the Audio-Lingual Method, which has been proven to support students' vocabulary acquisition (Setiyadi, 2006). This is supported by Fransiska et al. (2016), which states that the use of drilling techniques is one of the alternatives that can support vocabulary learning. This is also supported by the research of Faiza (2020), which states from the results of his research that the drilling technique, which is part of the Lingual Method, produces a significant effect on student vocabulary development because students enjoy it more and get very good vocabulary improvisation results using video and songs. This research supports drilling techniques and learning media such as vocabulary videos for practicing words with repetition.

In addition to learning by imitating well, one characteristic that also stands out from young learners is that they are more interested in learning using audio visuals (Lucas et al., 2014). One of the effective mediums in language learning is vocabulary video (Amirezza, 2019; Arndt & Woore, 2018; Devanti, 2018; Grathia, 2018; Muftah, 2023; Rustambekovna & Adambayevna, 2020; Sabgini & Wiraatmaja, 2023; Teng, 2020; Yawiloeng, 2020). A vocabulary video can be defined as an educational tool that employs a combination of multimedia elements such as animations, images, and sound to present and reinforce vocabulary and concepts in an interactive and engaging way (Ramezanali et al., 2019). The use of vocabulary video is supported with the platform of YouTube, which can be a very effective supporting medium in vocabulary learning as it provides easy access to a variety of videos that are engaging, interactive, and relevant to students' learning needs. (Hariyono, 2020; Ibhara, 2022; Kiranti et al., 2022). It also has visualization that can make students understand the explanation well (Merdianti et al., 2023). Hariyono (2020) states that many YouTube videos are interesting and can make students focus on the video because it is very funny and can increase students' vocabulary. In addition, research by Rustambekovna and Adambayevna (2020) shows that the use of videos in language teaching can increase student motivation and participation, which has a positive impact on learning outcomes. Animated videos also can help students speak fluently and improve vocabulary (Wahyuni & Pratiwi, 2022). Vocabulary videos available on YouTube are usually designed with multimedia elements such as animation, images, sound, and narration that can help students understand new words in a strong visual and audio context.

Several studies have examined some of the positive effects of combining drilling techniques and technology in student English vocabulary (Faiza, 2020; Putri, 2022; Laily & Febriningrum, 2023). For example, Faiza (2020) found that Drilling Technique improves young learners' vocabulary mastery while combining songs and movies have excellent results after

implementation. Similarly, Laily & Febriningrum (2023), A study conducted at the Islamic Boarding School Pamekasan, found that using the drilling technique in vocabulary learning through routine tasks helps students retain and connect words more effectively. Furthermore, a study conducted by Fa Biola and Patintingan (2021) found that the drilling technique combined by YouTube can improve students' vocabulary. Some of these studies identify the effects of drilling techniques on students' vocabulary, but how to implement drilling techniques with technology to improve students' vocabulary acquisition, especially at the primary school level, remains unclear. This is a gap that needs to be filled to overcome problems in the classroom, especially improving vocabulary mastery by using drilling techniques integrated with technology. Success in learning is not only measured by grades; how students respond to learning is also important. If students feel happy and enjoy it, it tends to increase their learning motivation so that learning success will be achieved. Therefore, in addition to improving the vocabulary mastery of grade 4A students at SDN 6 Panjer, this study also aims to find out students' opinions about the use of drilling techniques integrated with technology to improve students' vocabulary mastery.

The incorporation of technology into vocabulary drilling allows students to practice independently and outside of traditional classroom environments (Hariyono, 2020). Elementary school students learning vocabulary need an audio-visual smartphone application equipped with games, exercises and relevant materials (Santosa et al., 2022). Mobile devices and internet platforms provide flexibility, allowing learners to drill at any time and from any location (Ibhar, 2022). For example, online English teaching integrated with YouTube technology has a positive impact, which can make students think more critically (Merta et al., 2023). Similarly, the use of WhatsApp for English vocabulary learning allows students to learn from their peers' mistakes (Ahmadi, 2018). Technology enables tailored learning routes. Adaptive algorithms alter the difficulty level as a learner progresses, ensuring that vocabulary drills are demanding but not overwhelming. Such personalization promotes differentiated learning, which is critical in mixed-ability classes (Chapelle 2001).

Young learners as language learners have special characteristics that are different from adults (Syafrihal & Haerudin, 2018), so teachers need to understand these characteristics in depth. They, in general, tend to be active and learn more effectively through hands-on activities (learning by doing). Children show high interest and curiosity in new things. In addition, they can learn indirectly, that is, through context and experience rather than through structured lessons (Sabgini and Wiraatmaja, 2023). Although more abstract thinking is not yet highly developed in them, they will have the skills to imitate and also notice the impressions of their age. In addition to imitating, children also tend to be talkative and creative but also very quick to feel bored; they very quickly lose focus if learning activities are very monotonous (Ratminingsih & Budasi, 2018). Devanti (2018) stated that learning materials that display audio visuals will tend to make them more excited about learning and easily understand vocabulary well and affect their motivation to learn well. Therefore, the use of cheerful, colorful, and fun videos can increase their enthusiasm in learning new vocabulary.

Several studies have examined the effectiveness of the drilling technique in improving vocabulary mastery. Fransiska et al. (2016) demonstrated that drilling significantly improved vocabulary scores for EFL learners at SMP Negeri 2 Tanggulangin. Faiza (2020) found that young learners benefited from drilling combined with songs and movies. Similarly, Terasne et al. (2022) reported positive effects of drilling on vocabulary mastery in second-year students at SMAN 1 Batu Layar. Indrianingsih et al. (2023) found that repetitive practice through drilling made students more comfortable and engaged in learning, as shown in a questionnaire where 15% strongly agreed and 59% agreed. Laily & Febriningrum (2023) emphasized the importance of routine drilling tasks for vocabulary retention in Islamic Boarding School Pamekasan. The impact of vocabulary videos on elementary students has also been studied. Sorohiti et al. (2024) found that YouTube-based vocabulary learning significantly improved scores from an average of 6.00 to 8.68 among fourth graders. Fa Biola & Patintingan (2021) conducted experimental research at SDN 130 Tones and Tana Toraja, showing that video-based vocabulary learning enhanced student engagement and learning outcomes.

While research highlights the benefits of drilling and video-based learning, integrating drilling with technology for elementary-level vocabulary mastery remains underexplored. Further

investigation is necessary to determine how vocabulary videos, used both in class and via WhatsApp, can enhance elementary students' vocabulary mastery

## **2. Method**

This study used research design in the form of Classroom Action Research (CAR). CAR was used to solve problems in the classroom. It aims to improve students' vocabulary mastery. A preliminary study was conducted before starting the CAR cycle. The study employs various data collection methods to assess vocabulary mastery. Vocabulary tests, including pre-tests and post-tests, help evaluate student progress. According to Berry (2008), the pre-test establishes a baseline by assessing initial vocabulary knowledge before intervention. Alam (2019) explains that the post-test determines the effectiveness of applied techniques by comparing students' final results to their initial performance. Additionally, observations play a crucial role in data collection. As described by Kawulich (2012), direct observations allow researchers to examine student interactions with technology-integrated drilling techniques, engagement with vocabulary videos, and responses to new teaching strategies, providing real-time insights into their learning process. Furthermore, interviews add a qualitative dimension to the research. Adhabi and Anozie (2017) define interviews as a means of gathering students' perspectives on the implementation of drilling techniques combined with technology, helping researchers understand their experiences, challenges, and perceived benefits of the method. By combining these approaches, the study aims to comprehensively evaluate the effectiveness of drilling techniques in vocabulary acquisition.

Moreover, the Classroom Action Research, as described by Muliawan (2018), integrates both qualitative and quantitative approaches. The quantitative aspect utilizes descriptive statistics to analyze vocabulary mastery improvement through pre-test and post-test results, determining median, mode, and average values. This numerical evaluation helps assess students' vocabulary achievements. Meanwhile, the qualitative research employs thematic analysis to explore students' perspectives on drilling techniques combined with technology. Data is gathered through interviews to identify emerging themes, including challenges and perceived benefits. By combining these methods, the research aims to provide a comprehensive understanding of the effectiveness of drilling techniques.

This research was conducted at SD Negeri 6 Panjer, located in Denpasar City, namely South Denpasar, carried out on grade 4 students, especially 4A, which was carried out in the 2024/2025 school year.

**Table 1. Blue Print Pre-Test and Post -Test**

Material	Cognitive Level	Vocabulary Knowledge	Indicator
Transportation	Understanding	Word Recognition	Students can identify the names of means of transportation according to the pictures provided.
Transportation	Remembering	Spelling	Students can complete the incomplete and random words of transportation into correct words.
Transportation	Remembering	Word Class	Students can identify words based on their class.
Transportation	Understanding	Recalling of Meaning	Students can choose the correct means of transportation for a given situation.

This study is considered successful if students have met the KKTP of 70. Therefore, the post-test used consists of 20 multiple choice questions about the material "How do you go to school?". It is said to vary because the questions in this post-test are similar to the pre-test, but with different question numbers and also the pictures will be replaced.

## **3. Findings**

Before the implementation of Classroom Action Research, students were given Pre-Test which was carried out on Monday, February 3, 2025, with the aim of measuring how mastery of

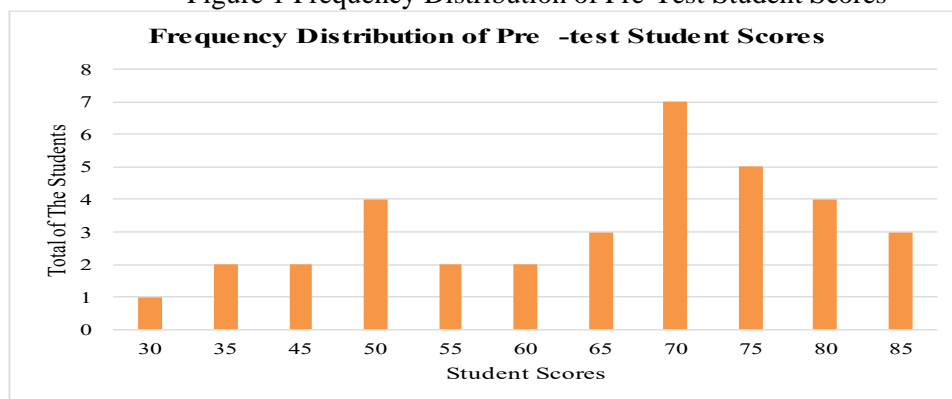
vocabulary students in class 4A SDN 6 Panjer. The test consists 20 multiple choice question. The result of the Pre-Test are shown in the following table:

**Table 2. The Students' Pre-Test Scores**

Descriptive	Score
Mean	64,43
Median	70
Mode	70

The Pre-Test results show that the mean value is 64.43, the median value is 70, and the mode value is 70. 19 students or 54% have successfully passed the KTTP score. While 16 or equivalent to 45% of students still get scores below KTTP. The highest score generated from the implementation of this Pre-Test is 85. Meanwhile, the lowest score generated is 30.

**Figure 1 Frequency Distribution of Pre-Test Student Scores**



From a total of 35 students, 19 students or 54% managed to meet the KKTP of 70, while 16 students or 45% could not achieve it. The highest score was 85 and the lowest score was 30. This makes it clear that vocabulary mastery in grade 4 An Elementary school in South Baliis uneven and not up to standard.

In this research, researcher and teachers collaborated to establish objectives, prepare teaching modules based on drilling techniques, and develop student worksheets. Data collection tools such as field notes and interview guidelines were also designed, alongside vocabulary videos from YouTube focusing on transportation-related vocabulary for fourth graders. Success criteria were set using the Minimum Passing Criteria (KTTP) at 70 points. The action stage implemented learning techniques in three in-person and online meetings, followed by a post-test on February 10, 2025, to assess vocabulary mastery. In each session, students engaged in brainstorming, pronunciation practice, vocabulary repetition, and interactive video-based drills. Additional activities included quizzes using Word Wall and Google Forms, response drills, and online engagement through WhatsApp. Observations revealed students' initial hesitation, followed by gradual improvement in pronunciation, confidence, and engagement. Some required additional guidance, particularly in writing and pronunciation, while online activities encouraged participation. By the third meeting, students demonstrated increased focus and mastery, with significant vocabulary improvement observed.

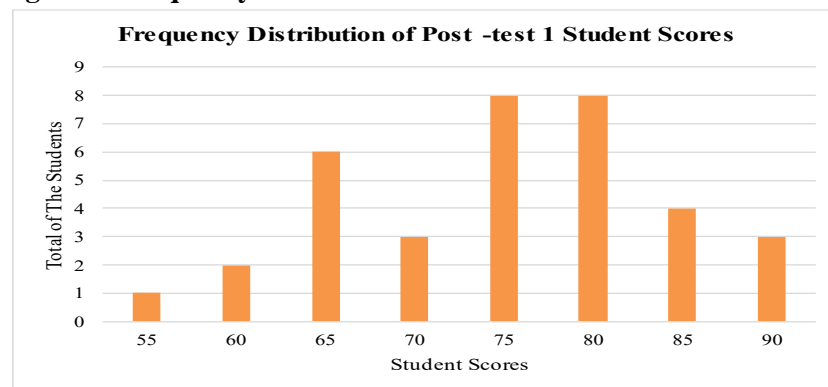
**Table 3. The Students' Post-Test 1 Score**

Descriptive	Score
Mean	75
Median	75
Mode	75

The results of the Cycle 1 post-test showed an improvement compared to the pre-test results. Based on the post-test 1 conducted to measure students' vocabulary mastery, the

following data were obtained: The mean (average) value is 75.0, the median (middle value) is 75.0, and the mode (most frequently occurring value) is 75. Of the 35 students, 29 students (about 83%) scored above the KKM 70, while 6 students (about 17%) scored below the KKM 70. The minimum score produced is 55 and the maximum score produced is 90. This shows that although there has been progress in vocabulary mastery, some students still have difficulty in understanding the material and applying vocabulary learning during Cycle 1. Further strategies are needed to improve understanding and mastery of vocabulary for students who have not yet reached KKM 70.

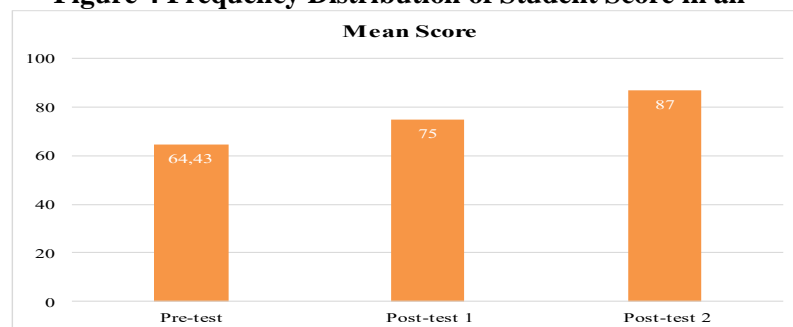
**Figure 2. Frequency Distribution of Student Score in Post Test 1**



All 35 students (100%) scored in the range of 70-100. This indicates that all students have successfully participated in this study well and gained increased vocabulary mastery.

In the second cycle, students seemed more enthusiastic and happy and experienced a very good improvement. They were able to understand, pronounce and use the vocabulary they had learned. Overall, the objectives of the second cycle were successfully achieved, and all students showed good progress in vocabulary acquisition. This is also evidenced by the vocabulary test results from the pre test which got 64.43 and the average score increased to 75 in Post Test 1 and then showed good progress to 87 in Post Test 2.

**Figure 4 Frequency Distribution of Student Score in all**



In the pre-test the score seen was still at 64.43 which indicated that the average was not in accordance with KKTP. After the learning action, the average score increased to 75. Based on the reflection, it can be seen that the use of drilling technique combined with vocabulary video media can effectively improve students' vocabulary mastery. Thus, this class action research can be said to be successful.

In this section, data was collected through interviews which were analysed using a qualitative thematic analysis approach to find patterns, themes and students' main opinions about their learning experience. Most of the students in this approach stated that the vocabulary videos really helped them to understand the use of vocabulary in English and broaden their horizons about new vocabulary, even they did not get bored to learn and asked the researcher to teach them continuously. The results of the interviews will be explained more clearly below:

The first theme of analysis is the students' interest in learning which seems to be very developed in this study and they are more eager to learn and not bored anymore.

Interview Questions: "Does learning English using drilling techniques through vocabulary videos increase your interest in learning? Does it motivate you to learn English?"

Responses: P1-P8: "Yes ma'am, I don't feel sleepy in class, it's more exciting."

P9-P15: "Very interested because it's more exciting, there are sounds and pictures so I want to keep learning"

P16-P20: "Of course it's interesting because I really like watching YouTube. Now I can study at the same time."

P21-P35: "It's easier for me to remember like playing while learning"

The second theme shows that the classroom atmosphere after the implementation of this technique became more enthusiastic, energetic and interesting.

Interview question: "How did you feel after doing the interactive activity with repetition and practicing together in class?"

Responses: P1-P20: "My feeling is that it is very helpful because it is easier to pronounce vocabulary and easier to remember."

P21-30: "The feeling is very happy and not bored because we can watch the video together"

P31-35: "Very enthusiastic because the video is very funny and can make me happy to learn English."

The third, Improving Vocabulary Mastery

Interview Question: Does learning English with drilling techniques through vocabulary videos help improve your vocabulary mastery?

Responses: P1-P15: "I know a lot of transportation other than those used daily"

P16-30: "I can pronounce English transportation correctly"

P31-35: "Yes, because I can answer correctly when learning" Fourth is Use Technology for Learning

Interview question: Do you use your own smart phone? And do you only use it for playing?

Responses: P1, P5, P12-25, P30, P34-35: Yes, I have my own cell phone for studying and I used to play games and watch cartoons on YouTube. But now I like to study English too

P2-P4, P6-11, P26-29, P31-33 : No, I use my parents' cell phone to enter the WhatsApp group and study the videos. I rarely play with my cell phone because it is restricted. But since this lesson I can learn while playing.

Based on the data, parental involvement and the availability of technology devices are important factors and this theme will discuss how they learn and what challenges they face.

Interview question: Were there any perceived barriers during the learning process?

Responses: P1, P5, P12-25, P30, P34-35: no major problems but the internet connection is sometimes less supportive.

P2-P4, P6-11, P26-29, P31-33: Yes, there is, because I have to wait for my parents to come home from work to borrow the cell phone.

Interview question: When watching videos, are you accompanied by your parents?

Responses: P1-P35 : Yes, accompanied by parents.

With the various interview results above, it can be seen and concluded that the drilling method with the help of vocabulary videos really shows positive results for students' learning rather than the monotonous method of only reading books. All students are more confident because they can remember and understand new vocabulary due to frequent repetition. This finding confirms that family support and adequate technology infrastructure are necessary to ensure the sustainability and effectiveness of technology-based learning.

#### **4. Discussions**

From the implementation of research involving two cycles in class IV SD Negeri 6 Panjer, the use of drilling techniques integrated with technology has a positive impact on improving students' vocabulary. It can be seen from the initial score of 64.43 increased to 75 at the end of the first cycle. A total of 9 students have not managed to complete the average score criteria in the class. However, in the second cycle all students have successfully exceeded the KKTP of 70.

The improvement that occurred in this study was not only seen from vocabulary tests involving pre and post-test but also influenced by changes in students' habits in the learning process. In the early stages, there were still many students who were very difficult to use vocabulary well as seen by still hesitating to answer, using Indonesian and not speaking fluently. However, after applying the drilling technique, they experienced a good development, which based on the observation results can be seen that they are very enthusiastic. They want to participate actively, answer well and correctly and are more confident in asking questions. The main supporting factor in improving their vocabulary is active involvement and high enthusiasm during the learning process. This finding is supported by Alhamami, (2016) who stated that students' activeness and involvement can be encouraged by the use of multimedia because they remember better. Every learning process shows progress which initially students are still hesitant in speaking or using vocabulary and difficult to understand to be fluent and can use well. Students can also spell, pronounce and make simple sentences from this vocabulary learning. This development is in line with research (Hidayat et al., 2022) which states that repeated practice can provide a significant increase in vocabulary mastery.

The improvement obtained is also supported by several theories such Freeman and Marti (2013) and Swanto & Din, (2014) who found that repetition practice can help faster to remember vocabulary. Recent research (Arndt & Woore, 2018; Hariyono, 2020; Ibhar, 2022; Irawan, 2022) the use of YouTube as a supporting medium helps to significantly increase the vocabulary of elementary school students. In line also supported by Laily & Febrianingrum, (2023) who said vocabulary training in multimedia-supported learning also with repetition can be very effective in helping students master vocabulary.

Student engagement is also seen from student responses while using this technique in learning. Vocabulary videos are considered fun, more interesting and students are easy to focus on because they provide interesting visuals and audio and the duration is not too long. For students in elementary school or young age, audio-visual is more interesting to learn and more focused (Lampai & Sukying, 2023). Learning with animation, images and sound is also very enjoyable for students (Devi, 2012).

In this study, the use of WhatsApp also supports students in increasing vocabulary because it fosters student enthusiasm and can discuss with friends with flexible time. First, this study found that voice notes increase students' mastery and confidence in pronouncing vocabulary, in line with the research of Padmadewi et al., (2022) states that the use of voice notes on the WhatsApp application can improve students' speaking skills. Students' writing skills also improve which previously had errors now become correct in terms of spelling, this is also supported by the findings of Ratminingsih et al., (2022) which say that WA can improve students in working through oral or written projects.

The implementation with the use of videos also has a positive impact on the development of their ability to understand and use vocabulary more, which is also evident from the results of evaluations and exercises. The visuals presented in the video help students understand the speaker more quickly (Merdianti et al., 2023) In line with Irawan, (2022) which states that interesting media such as vocabulary videos from YouTube can enrich students' vocabulary because it provides specific reinforcement of material and is proven to improve students' pronunciation, mentioning, and writing of vocabulary. Videos are also easier to combine with other activities such as playing, discussing and practicing which makes students more enthusiastic about learning (Kulsum et al., 2023).

So far, the students also stated that this study changed their habits. Previously, smartphones were only used to play games but now since the study took place, smartphones have become more effective as useful learning tools. The role of parents to supervise their children during learning has also increased although some students still study independently. Students admitted that the video is very easy to access and makes it easier for students to understand the material so that some are studying independently (Reynolds et al., 2022). No serious obstacles were found in this study except for the unstable internet network and the use of devices still shared with parents so they had to wait for them to come. Students also admitted that they watched the videos repeatedly, took good notes and completed the given exercises and quizzes correctly.



Based on the description of the sentence above, it can be proven that the vocabulary mastery of fourth grade students of An Elementary school in South Balikan be improved well by conducting research on the application of drilling techniques integrated with technology. The audio and visual stimuli applied in this study strongly support the theory of behaviorism. In addition, the use of video media for vocabulary learning is also very important because it is proven effective in increasing students' vocabulary. The role of parents is also very effective here because they are able to accompany and supervise their children well. Overall, the drilling technique integrated with technology and vocabulary videos has many positive impacts on students' vocabulary development and is an interesting alternative for teachers to use in teaching vocabulary as a basic foundation for students.

## **5. Conclusion and Suggestion**

Based on the results of the research that has been conducted, there are conclusions drawn by the researcher. The application of the drilling technique in this study had a positive impact, as shown by the consistent increase in students' vocabulary test scores. Before treatment, the pre-test average was only 64.43, indicating low vocabulary mastery and below the KTTP standard. After Cycle 1 was implemented, the average score rose to 75, although some students still needed extra support. In Cycle 2, with more intensive and interactive sessions, the average score further improved to 83. This shows that drilling, supported by engaging media such as vocabulary videos and digital exercises, effectively enhanced students' vocabulary mastery both inside and outside the classroom. The interviews with the students also showed many positive responses to this drilling learning technique. They are very enthusiastic and motivated to study harder by using vocabulary videos, both in class and online learning. The audio and visual presentation of the videos helped them understand the vocabulary faster. Overall, they find this method more interesting than learning only by using and reading books that make them bored and sleepy where with online video learning through WhatsApp Group and in-class learning they can actively participate with various interactive and fun activities.

Students are advised to familiarize themselves with the use of English in daily life and utilize various learning media to make the learning process more interesting and less boring. The use of technology such as educational videos or conversational apps like WhatsApp can support collaborative learning. In addition, applying new vocabulary in real situations and asking for feedback from friends or teachers can help increase confidence in communicating using English. Future researchers are advised to explore the application of drilling techniques in a wider range of educational contexts. Studies on the influence of motivation and individual learning styles on the effectiveness of this technique can also be the focus of research. In addition, the application of drilling techniques should not only be limited to vocabulary acquisition, but also include speaking, listening and writing skills to obtain more comprehensive learning outcomes.

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