

## CHAPTER I

### INTRODUCTION

This chapter discusses the background of the problem, research problems, research objectives, problem limitations, and research benefits.

#### **A. Background of the Study**

English is an international language that is widely used in many countries, especially in the fields of business, science, technology, education, and entertainment, Harmer (2007). Mastering English is crucial for various reasons related to personal, career, and global progress. Mastering English provides an opportunity for someone to interact with individuals from various cultures and countries of origin. Many international companies and multinational organizations require English language skills in their jobs. Mastering English can provide access to more job opportunities, both domestically and abroad

Many academic literatures, studies, books, and other educational materials are written in English. By mastering this language, someone can obtain more information and tools to learn and develop. English is the main means of communication when traveling to various countries. Mastering this language makes it easier for someone to build relationships and communicate more fluently when in a foreign country. English dominates the world of technology and the internet. The majority of content on the internet, applications, and software are provided in English. By mastering English language, someone can more easily understand and utilize technology. In general, learning English opens up various opportunities and provides many benefits in everyday life, career, education, and self-development.

Digital media plays a crucial role in today's life due to its significant influence on various fields, such as communication, information, entertainment, and the business world. Digital media allows quick access to various information from all over the world. Information, writings, and other materials can be accessed instantly via the internet, allowing us to always stay up to date with the latest developments. Digital media, such as social platforms, email, and instant

messaging applications, facilitate fast and simple communication between people, groups, or even companies all over the world. This facilitates collaboration and interaction between individuals from different countries and cultural backgrounds.

According to Putri Meliana (2024) Digital media is a crucial tool in marketing and branding strategies for companies. By utilizing platforms such as social media, digital advertising, and websites, companies can access a larger audience at a lower cost than conventional media. In the education sector, digital media plays a crucial role in learning activities. E-learning, online training, and various educational applications have facilitated distance learning and provided access to quality educational materials for many individuals around the world. Digital media supports the continuous advancement of technology, including software, artificial intelligence, and the Internet of Things (IoT). This creates new opportunities in various sectors and accelerates the innovation process. In general, digital media plays a very crucial role in connecting the whole world, offering access to information and entertainment, and creating opportunities for business and self-development. Its presence has changed the way we communicate, work, learn, and access the environment around us.

This study was conducted because the researcher saw that students of SDN Selok Awar-Awar 04 still had not mastered vocabulary. Through this study, it is expected to be found whether the use of digital media really has a positive impact on improving students' vocabulary skills. Thus, this title also reflects an effort to determine the effectiveness of digital media in helping students achieve better learning outcomes, especially in terms of improving vocabulary

The use of digital media for students of SDN Selok Awar-Awar 04 Pasirian Lumajang in learning English is very crucial because it can improve their overall learning experience. Digital media allows students of SDN Selok Awar-Awar 04 Pasirian Lumajang to access a variety of more interactive and interesting learning materials, such as videos, songs, educational games, and language applications. This contributes to enlivening the English learning process and making it more interesting, reducing boredom, and increasing enthusiasm for learning. By using applications or videos in English, they can listen to the correct pronunciation, see

illustrations or animations that represent words, and even follow conversations, which can improve their understanding. Digital media provides various audio and video content, such as animated films, podcasts, and dialogues in English. This activity can train their listening, speaking, reading, and writing skills by listening to the correct pronunciation and practicing imitating the intonation and vocabulary used.

Through digital media, students can learn anytime and anywhere, whether at home, at school, or on the go. This gives them the opportunity to learn independently, with materials that suit their abilities and interests. Various educational applications or games are created to support students in learning English with more interactive methods. For example, they can play while learning, solve English puzzles, or answer quiz questions. This interaction fosters direct participation, which improves English comprehension and mastery.

Digital media allows for the use of learning applications that can be tailored to each student's ability. With this feature, students who are faster can move on to more challenging material, while students who need more time can repeat the material until they feel more ready. In addition to listening and speaking, digital media also offers a variety of resources to improve reading and writing skills in English. For example, students can read stories or digital books and write their responses, which will expand vocabulary and improve writing skills. By improving English skills, the use of digital media also supports students in honing the technology skills that are needed in the future. They learn how to use digital devices, navigate the internet safely, and use applications or other digital learning tools.

The study conducted by Fibria Cahyani (2021), The findings revealed that digital learning media significantly improved vocabulary acquisition and pronunciation in English. Digital media also proved effective in increasing students' motivation and engagement in learning. However, challenges such as limited technological infrastructure and insufficient digital skills still need to be addressed to optimize the use of digital media in educational contexts.

The next study was conducted by Bondhan (2024). The research found that the use of web-based media significantly helped junior high school students enhance their vocabulary comprehension. By combining technology with effective teaching methods, teachers can create a more engaging and impactful learning environment for students.

The final study was conducted by Ersika (2023). This research employed a classroom action research (CAR) method and found that using the Canva application to create English-language flyers enhanced students' participation, enthusiasm, interest, and motivation in mastering English vocabulary. The results of the study confirm that the application of simple digital media can have a big impact in supporting the achievement of learning objectives, students also get a more enjoyable learning experience.

With digital media, students can collaborate with their peers on projects or assignments related to English. This allows them to communicate, dialogue, and support each other in understanding English lessons. By combining digital media in the English learning process, students of SDN Selok Awar-Awar 04 can experience a more interesting, exciting, and efficient learning experience. Digital media also provides an opportunity for them to be more involved in the learning process and improve their English skills in a more enjoyable way. Considering how important the use of digital media is for success in learning English, the writer conducted a study on the use of digital media at SDN Selok Awar-Awar 04 Pasirian Lumajang. Therefore, the author chose the title: “The Use Of Digital Media in Teaching Students' English Vocabulary SDN Selok Awar-Awar 04 Pasirian Lumajang”.

## **B. Focus of the Study**

1. What are digital media that used in teaching the students' Vocabulary at SDN Selok Awar-Awar 04 Pasirian Lumajang?
2. What are the advantages and disadvantages of Digital Media in teaching Students' Vocabulary at SDN Selok Awar-Awar 04 Pasirian Lumajang?

### **C. Objectives of the Study**

1. To know digital media that used in teaching students' English Vocabulary at SDN Selok Awar-Awar 04 Pasirian Lumajang.
2. To know the advantages and disadvantages of using digital media in teaching student's English Vocabulary at SDN Selok Awar-Awar 04 Pasirian Lumajang

### **D. Significance of the Study**

#### **1. Theoretical Significance**

This study is expected to give theoretical and practical significance. Theoretically, this study can contribute to the development of English language learning theories by examining the role of technology and digital media in improving language skills. This study can broaden the insight on how technology, especially digital media, can be integrated in language teaching. This study can provide new perspectives on the impact of technology on students' motivation, interaction, and learning outcomes, as well as provide insight into the adaptation of educational theories to include the use of digital media in the teaching process. By introducing the concept of self-learning using digital media, this study can contribute to the theory of self-directed learning, which discusses how students can organize, manage, and control their own learning by utilizing digital media. This gives a new dimension to technology-based learning theories. This study can contribute to theories of audiovisual-based learning, which emphasize the importance of images, sound, and video in accelerating language comprehension and mastery. This study will help build a stronger theory of how these elements can be used effectively in English language education. This study can add to the understanding of how effective the use of digital media is in the context of language learning.

#### **2. Practical Significance**

The Practical significance of the research has benefits for The Teachers, Schools, Students and Researcher.

a. Students

This research can provide direct benefits to students by improving their English vocabulary skills. The use of interesting and interactive digital media can help students understand and remember new vocabulary more easily, as well as develop their language skills as a whole.

b. Teachers

This study can provide teachers with new insights into innovative ways of teaching English through digital media. Teachers can use the results of this study to modify and improve their teaching strategies to make them more effective and engaging for students.

By using digital technology, teachers can utilize various online learning tools that are more efficient, such as applications to assess student progress, interactive platforms to enrich materials, or visual media that make it easier to explain vocabulary.

c. Readers

Readers, including educators, policy makers, and parents, can obtain valuable information about the benefits of using digital media in English language learning. This study provides a clear picture of how digital media can be integrated into the learning process to achieve better results.

## **E. Definitions of the Key Terms**

The following are the definitions of key terms relevant to this study:

1. Digital

Digital refers to technology that uses data in the form of numbers or digital signals, which can be processed, stored, and transmitted electronically. Digital usually refers to devices or systems related to computers and information technology, such as applications, websites, and other digital devices. *Melati, E. (2024).*

## 2. Media

Media is a channel or tool used to convey information, communication, or learning materials. Media can be in various forms, such as print (books, magazines), audiovisual (videos, films), or electronic (internet, applications).

*Lukman, M. (2021).*

## 3. Digital Media

Digital media refers to forms of media that use digital technology to store, access, or distribute information. This includes various technology-based platforms and tools that enable digital interactions, such as learning applications, websites, educational videos, or educational games that can be accessed through electronic devices. *Gumelar, R. E., Jambari, O., & Suryaatmaja, T. (2024).*

## 4. Learning Media

Learning media are tools or resources used to support and facilitate the teaching and learning process. These media can be physical, such as books and teaching aids, or digital, such as educational applications and software. The purpose of learning media is to help deliver material more effectively and interestingly to students. *Lukman, M. (2021).*

## 5. Vocabulary

Vocabulary is a collection of words that are owned and used by someone in communicating, both verbally and in writing. In the context of English, vocabulary includes words that students need to master in order to understand and use language properly and correctly. *Lukman, M. (2021).*

## **F. Systematic Discussion**

The discussion of this research is organized systematically into five interrelated chapters. Prior to the first chapter, the thesis includes preliminary pages such as the cover page, foreword, abstract, table of contents, and list of tables. Chapter I (Introduction), presents several sub-sections, including the background of the study, research questions, objectives of the study, significance of the study, definition of key terms, and the overall structure of the thesis. Chapter II (Literature Review), explores relevant previous studies and theoretical

frameworks that support the research topic. Chapter III (Research Methodology), outlines the research procedures, including the research approach and design, research setting, participants, data collection techniques, data analysis procedures, methods of ensuring data validity, and the stages of conducting the study. Chapter IV (Data Presentation and Analysis), provides a detailed explanation of the research findings, which includes an overview of the research context, data presentation, data analysis, and interpretation of the findings based on relevant theories. Chapter V (Conclusion and Suggestions), summarizes the key findings of the research and offers constructive suggestions for future research or practical application of the results.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter discusses English Language Learning, Digital Media that explains about utilization, types, application, function of Digital Media. Vocabulary and its explanation also written in this chapter.

#### **A. Previous of the Study**

Several previous studies have highlighted the significant role of digital media in supporting vocabulary acquisition among young English learners. One such study was conducted by Sari (2020) entitled "The Use of Digital Media to Enhance Students' Vocabulary Mastery at the Elementary Level". This research aimed to investigate how digital media influences vocabulary mastery in elementary school students. Through a descriptive qualitative method, Sari found that the students' ability to remember and apply new vocabulary improved significantly, especially when the vocabulary was presented visually and in meaningful contexts. The findings emphasize the importance of visualization and interactivity in digital media as effective tools in strengthening memory and understanding of new words.

The second research was conducted by Prasetyo (2019), through his study "Improving Vocabulary Mastery through Interactive Multimedia for Young Learners", explored the potential of interactive multimedia in enhancing students' vocabulary skills. Employing a qualitative case study, the study revealed that the use of educational games, English songs, and visual quizzes facilitated better comprehension and retention of vocabulary. Furthermore, the learning process became more enjoyable and engaging, increasing students' motivation and participation in classroom activities. This supports the idea that digital media not only provides cognitive support but also affects students' emotional engagement during vocabulary learning.

The third research was conducted by Hidayati (2020) conducted a study titled "Digital Learning Media to Improve Vocabulary Mastery of Young EFL

Learners". This research, using a qualitative case study design, aimed to evaluate the effect of digital learning media on vocabulary acquisition. The results demonstrated a marked improvement in students' vocabulary test outcomes after the integration of digital media in their learning process. Moreover, the students showed increased motivation and active involvement, reinforcing the conclusion that digital platforms can positively influence learning outcomes, particularly in the context of vocabulary enrichment.

All three studies underline the effectiveness of digital media in vocabulary instruction, particularly in elementary settings. These previous works provide a strong theoretical and practical foundation for the current research, which similarly investigates the use of teacher-guided digital media to enhance vocabulary mastery among elementary school students. By connecting the insights from these studies, this research aims to extend the understanding of how digital tools contribute to vocabulary development in English as a Foreign Language (EFL) contexts.

## **B. Theoretical Review**

### **1. English Language**

English Language is an international language that is widely used to communicate between nations. Therefore, English is considered important in the absorption and development of science and technology and arts and culture between nations. Allen (1983 ). So English is a necessity for students to be able to communicate in various situations in English. The purpose of teaching a language is so that students are able to use the language itself in communicating. To be able to communicate, if there are two or more people who do it by reading, listening, speaking or writing. And to communicate, other components are needed such as mastery of vocabulary, language structure and good pronunciation.

Based on the decree of the Minister of Education and Culture number 06/U/1993, the authority to determine a subject as local content is the head of the office of the Ministry of Education and Culture (now the Ministry of National Education) level II (city or district) with the approval of the Regional Office with

the provision that the local content in the form of English is intended to provide competence in understanding oral and written information and simple expressions.

This decision is the right decision because elementary school students are at an age where their speech organs are still flexible and their motivation to learn is very high. Dullay, Burt and Krashen (1998) believe that the acquisition of a second/foreign language by children under the age of ten is much better than children who are at puberty. Therefore, the decision of the Minister of Education and Culture is considered quite strategic and is a step forward in teaching English in Indonesia. Because so far English has been taught from junior high school level and the results achieved have not been satisfactory.

English in Indonesia is generally taught as a foreign language. The term foreign language in the field of language teaching is different from a second language, a foreign language is a language that is not used as a means of communication in a particular country being taught. While a second language is the main language but is one of the languages used generally in relevance to the field of language acquisition and learning (second), namely educational ethnography and communication ethnography.

## 2. Learning

According to Anggraini (2022 ) stated that the learning process is an effort to make students learn, so that the situation is a learning event (event of learning), namely an effort to make changes in behavior occur due to interaction between students and their environment.

The term learning and its use are still relatively new, starting to become popular since the birth of the National Education System Law No. 20 of 2003. According to this law, learning is defined as the process of interaction between students and educators and learning resources in a learning environment. According to this understanding, learning is assistance provided by educators so that the process of acquiring knowledge and science, mastery, skills and habits and the formation of attitudes and beliefs in students occurs. In other words, learning is a process to help students learn well. However, in its implementation, the word learning is often identified with the word teaching.

Learning is an effort made by external factors so that the learning process occurs in the individual who is learning. The essence of learning in general is described by Gagne and Briggs, is a series of activities designed to enable the learning process to occur. Learning contains the meaning of every activity designed to help individuals learn a certain skill. Therefore, in learning, understanding the internal characteristics of the individual who is learning is important. The learning process is an integrated aspect of the education process. Almost everyone agrees that the goal of learning is to influence students so that the learning process occurs. Therefore, it is necessary to try a way or method to help the learning process occur so that learning becomes effective, efficient and directed at the goals set. Anggraini, (2022 ).

Learning is essentially the arrangement of various information into something meaningful into a mental scheme/structure in the form of perpetual reorganization. The process of arranging core information is an internal process that can be observed directly. Learning events occur when the subject of the student actively interacts with the learning resources arranged by the teacher. In this learning interaction, each student is treated as a dignified human being, whose interests and potential need to be realized optimally.

### 3. Digital Media

According to Hamdan Husain Batubara, digital learning media is a learning media that works with digital data or can produce a digital image that can be processed, accessed and distributed using digital devices. Learning using digital media can also greatly assist students in following the learning process in class while it is taking place, learning using digital media can also make it easier for educators to teach because, that way educators do not always use the lecture method to teach students. The benefits of digital media here are to better understand and students in the material explained by the educator. So it can be said that digital media is a learning media that displays information in digital form and then its use must be supported by computer devices that can interpret digital data so that it can be used in the learning process

### 4. Utilization of Digital Media

- a. The use of digital media has enormous benefits in the world of education, one of which is as a support for teaching and learning activities carried out by students. The main benefits obtained in digital media during the learning process are:
- b. Availability of very broad access to information, can search for all types of information, both domestic and foreign information. Therefore, student information will be more developed with this digital media.
- c. With digital media we can get to know people without having to meet.
- d. As a means of education with the existence of easy and practical e-books. For students, the delivery of learning materials can be standardized, the learning process becomes clear and interesting, more interactive, efficient, time and energy allow the learning process to be carried out anywhere and change the role of teachers towards a more positive and productive direction.

#### 5. Types of Digital Media

This theory groups learning experiences in the form of a cone from the most abstract to the most concrete. Edgar Dale (1969) introduced the concept of visual and audio-visual media as part of a more effective learning method. They are:

##### a. Auditory Media

Media in the form of audio and can only be heard, such as radio, voice recordings, tape recorders. This media is useful for practicing listening skills, telling stories, and providing motivational material. With characteristics, Only relying on hearing, Triggering students' imagination, Information is linear (sequential), Suitable for complex materials that require detailed explanations, Easy to use and access.

##### b. Visual Media

Media that can only be seen in the form of pictures, paintings, and do not contain sound, such as pictures, diagrams, graphs, posters, and infographics. This media is used to convey abstract concepts, attract students' attention, and clarify information that is difficult to understand. With characteristics, Static (non-

moving images), Clarifying abstract information, Triggering memory, Providing focus on important material, Effective for all ages.

#### c. Audio Visual Media

Media that contains sound and also images that can be seen. Such as video recordings, power points, and so on.

With Characteristics, Combining audio and visuals synchronously, Attracting students' attention and increasing motivation, Providing simulations of real situations, Increasing students' absorption of the material.

### 6. Application of Digital Media in Learning English

The application of digital media in schools should have started from an early age, because teachers can act as facilitators so that they do not only utilize commonly used learning resources, such as only taking references from textbook reading materials, but are required to have a wider reach in searching for and studying digital sources, for example: magazines, newspapers, the internet and digital media. Therefore, digital media needs to be applied in the learning process, so that everything taught by the teacher is appropriate and in line with new conditions or is factual. Utilization of digital media as a learning resource plays a role not only as a complement or additional learning but also to maintain and expand scientific insight and foster the activeness and creativity of students. Therefore, the use of digital media is up to date and can follow the speed of the flow of technology and art in society which is comprehensive. The application of digital media includes students' abilities through new media and experiences through the use of the internet and digital media.

Digital media implemented in schools can be accepted in various subject groups, one of which is English, which contains several skills that must be mastered by students, including: listening, speaking, reading, and writing. So, the three are interrelated, and are also linked to digital literacy via smartphones, computers, and the internet (web browsers, social media, YouTube). With the implementation of digital media, students are invited to be able to distinguish between false information and true information that is spread on social media and

on the internet. In addition, students can be informed about the addresses of sites that are useful for learning and how to use them. Learning by utilizing digital media also involves learning related to universal values that must be adhered to by every user such as freedom of expression, privacy, cultural diversity, intellectual rights, and so on. So, students will better understand that digital media on the one hand has freedom of information and on the other hand has a violation of privacy. Both of these things must be understood and used within certain limits so as not to harm themselves and others.

### 7. Functions of Digital Media

According to Edgar Dale (1969), functions of Digital Media In Improving Vocabulary, They are:

#### a. Providing Visual and Audio Support

Digital media such as videos and podcasts help students understand the context of vocabulary through a combination of images and sound.

#### b. Interactive Learning

Platforms such as Duolingo and Quizizz allow students to practice vocabulary interactively with immediate feedback.

#### c. Contextual Learning

Digital media presents vocabulary in real contexts, such as in online news articles or English vlogs.

#### d. Repetitive Practice

Learning applications allow repeated vocabulary practice to strengthen memory.

#### e. Gamification

Vocabulary learning becomes more fun with digital game features that motivate students.

#### f. Personalized Content

Digital media can adjust the difficulty level of vocabulary based on student ability.

## 8. Advantages and Disadvantages of Digital Media

According to Edgar Dale (1969), Digital Media has advantages and disadvantages. The advantages and disadvantages of Digital Media are explained below:

### a. Advantages:

- 1) Automatic Feedback: Applications such as Duolingo provide immediate feedback, so they can enrich students' English Vocabulary.
- 2) Interactive: Vocabulary exercises involving visual and audio elements improve students' memory.
- 3) Motivation: Students can increase their enthusiasm for learning
- 4) Diverse Materials: Various types of content are available such as videos, educational games, and interesting podcasts.
- 5) Personalization: Content can be adjusted to students' abilities.

### b. Disadvantages:

- 1) Limited Internet Connection: Digital media requires a stable connection.
- 2) Technology Dependence: Students can be too dependent on digital media without developing independent learning skills.
- 3) Time Constraints
- 4) Device Requirements: Requires adequate devices such as laptops or smartphones.
- 5) Focus Disturbances

## 9. English Vocabulary

English Vocabulary is the foundation needed for English language skills, vocabulary is very important for reading success so as quoted by Tarigan the more words a student has the more words will be understood when reading, this can help students in reading fluency and hone the insights gained.

The English vocabulary that is often obtained by elementary school students is basic vocabulary, namely words that are not easily changed or are very unlikely to be taken from other languages. According to Tarigan, basic vocabulary

consists of the names of body parts, main verbs, main state words, universal objects.

From the explanation of the theory above, it can be concluded that vocabulary is words that are not easily changed, students are expected to have good vocabulary mastery because vocabulary is related to students' everyday language.

#### 10. Types of Vocabulary

##### a. Academic Vocabulary

Academic Vocabulary can be defined as words that are not tied to a specific course or content area. These are words that students are likely to encounter during subject or class. Academic Vocabulary refers to words and phrases commonly used in educational, scholarly, and formal contexts. These words are essential for understanding and producing academic texts, participating in discussions, and writing assignments or research papers.. Example : analyze, summarize, concept, etc.

##### b. Content Vocabulary

Content Vocabulary refers to words and terms that are specific to a particular subject, field, or area of study. These words are essential to understanding and communicating concepts in that subject. These words often have specific meanings that may not be commonly used in everyday language. This is in contrast to Academic Vocabulary, which is general vocabulary that is often used in educational or research contexts in various fields of science. While Content Vocabulary is specific to a particular field or subject.. Example : Photosynthesis, Denominator.

##### c. Support Vocabulary

Support Vocabulary refers to supplementary or assisting words that help clarify, modify, or enhance the main content in a language. This type of vocabulary does not usually carry the main message but supports the overall understanding and communication. Example : therefore,in, on, at, beside, under, etc.

## 11. Vocabulary Concepts

The concept of vocabulary in English refers to a set of words or phrases that form the basis of communication in the language. This vocabulary includes all the words that a person knows or understands, both actively (used in speaking and writing) and passively (recognized when listening or reading). Vocabulary in English can also be divided into several more specific categories or concepts, namely:

### a. Active and Passive Vocabulary

**Active Vocabulary:** Words that are actively used in speaking or writing. These are the words that are actually used in everyday communication.

**Passive Vocabulary:** Words that are known or understood when reading or listening, but are not actively used in speaking or writing.

### b. Basic Vocabulary and Advanced Vocabulary

**Basic Vocabulary:** The most frequently used and basic words, such as "house," "eat," "book," or "go." These are words that are often found in basic conversation.

**Advanced Vocabulary:** More complex or specific words, such as technical, scientific terms, or less frequently used words, such as "photosynthesis," "quintessential," or "perspective."

## 12. Types of Words in Vocabulary

1) **Nouns** :Words that refer to people, places, things, or ideas. For example: "apple," "school," "happiness."

2) **Verbs** :Words that describe actions or states. For example: "run," "speak,".

3) **Adjectives:** Words that describe or give additional information about a thing, person, or state. For example: "beautiful," "large," "interesting."

4) **Adverbs** :Words that describe or give more information about an action or state (a verb, adjective, or another adverb). For example: "quickly," "very,".

5) **Prepositions:**Words that show relationships between other words in a sentence. For example: "in," "on," "at."

6) **Conjunctions:**Words that connect words, phrases, or clauses. For example: "and," "but," "although."

### 13. Learning English Vocabulary at Elementary School

English language learning at the elementary level is a crucial phase where young learners build basic language skills, including listening, speaking, reading, and writing. At this stage, the learning environment must be engaging, interactive, and developmentally appropriate. English language teaching in elementary schools is intended to enable students to have a broad vocabulary mastery so that when students continue their education to a higher level they will not experience difficulties. Key Theories in Learning English at the Elementary Level Critical Period Hypothesis, Suggests that young children are more adept at learning languages due to brain plasticity. Early exposure to English helps in better language acquisition.

Apart from the above explanation, this material is also supported by The results of Listia's research (2008) stated that from the data obtained from respondents, it shows a conclusion that English teaching materials in elementary schools must be fun and interactive. Therefore, the materials and methods provided must be in accordance with student development. Teachers said they could use songs, puzzles, games and interesting pictures during the teaching and learning process.

Vocabulary learning is taught gradually according to the characteristics and abilities of students in understanding something. Students are introduced to various types of vocabulary, then understood and used in everyday learning.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter discusses about Research design, Location of the study, Subject of the research, data collections, method of data analyze, validity of the data and research procedure.

#### **A. Research Design**

This study used a descriptive qualitative research design to examine the digital media used and its advantages and disadvantages at SDN Selok Awar-Awar 04 in grade 6, with 20 students. Descriptive qualitative research is particularly suitable for capturing participants' lived experiences, as it allows for in-depth, context-rich descriptions derived from verbal expressions, written reflections, and observable behaviors (Miles, Huberman, & Saldaña, 2014).

#### **B. Location of the Study**

The location of the research is SDN Selok Awar-Awar 04, Pasirian Lumajang. The object of the research is the use of Digital Media to improve English vocabulary learning for students of SDN Selok Awar-Awar 04 Pasirian Lumajang. This school was built in 1970. English classes are only held once a week with a time allocation of 90 minutes. This research will be conducted on March 10-17, 2025. This research includes interviews with English teachers and giving questionnaires to students of SDN Selok Awar-Awar 04 Pasirian Lumajang.

The researcher asked for recommendations from English teachers at SDN Selok Awar-Awar 04 in selecting research participants. The researcher then selected 20 sixth grade students (10 male students and 10 female students).

This case based on several considerations. First, the researcher knows the students well because she did teaching practice there. Second, the VI grade students are generally more familiar with technology rather than the lower grades students. Third, this case based on teacher's recommendation that the VI grade students would participate in the research cooperatively than others.

### **C. Subject of the Research**

Data sources in this study are the subjects from which data can be obtained. Data sources in this research are divided into two types, namely primary and secondary data sources. *Primary sources* are data sources that directly provide data to data collectors, Sugiyono (2014). Based on the quote above, the *primary sources* in this study is the Student's at SDN Selok Awar-Awar 04 Pasiran Lumajang According to Sugiyono (2014), *Secondary sources* are sources that do not directly provide data to data collectors. In this research the *secondary sources* is through observation and documents.

### **D. Data Collections**

Data collection techniques are a way of collecting data needed to answer the formulation of research problems, (Sugiyono 2014).

In this study, the data will be collected with interviews, observation, and documentation.

#### **1. Interview**

The data of this research will be obtained by Interviewing the Students. An interview is a conversation with a specific purpose. The conversation is conducted by two parties, namely the interviewer who asks questions and the interviewee who provides answers to the questions.

The type of interview will be conducted by the researcher is an in-depth interview, namely the process of obtaining information for research purposes and a question and answer method while face to face between the interviewer and the informant using interview guidelines, where the interviewer and informant are involved in a relatively long social life, (Sugiyono 2014)

#### **2. Observation**

Observation is a complex process, a process that is composed of various biological and psychological processes, (Sugiyono 2014).

In this method, researchers will be required to make observations both directly and indirectly on the objects being studied. This observation method consists of two types, namely open observation (participatory) and closed

observation (non-participatory). In this study, the researcher used a closed observation method (non-participatory), because in daily activities the author does not interact directly with the research subjects.

According to Sugiyono (2014), The object of research in qualitative research that is observed is called a social situation, which consists of three components, namely place, actor, and activities:

- a. Place of research, namely SDN Selok Awar-Awar 04 pasirian Lumajang
- b. Actors, namely students at SDN Selok Awar-Awar 04
- c. Activities, related to the English learning activities to improve vocabulary using digital media for students at SDN Selok Awar-Awar 04 Pasirian Lumajang, namely by observing in the learning process at SDN Selok Awar-Awar 04 Pasirian Lumajang.

#### 1. Documentation

Data collection technique with documentation is the collection of data obtained through documents. Husaini (2003:73) This research uses the documentation method to find data on English language learning using digital media in improve vocabulary at SDN Selok Awar-Awar 04 Pasirian Lumajang.

### **E. Method of Data Analysis**

After the data being studied is collected, the next stage is to analyze the data. Data analysis is the process of organizing and sorting data into patterns, categories, and basic description units so that themes can be found and working hypotheses can be formulated as suggested by the data (Sugioyono 2014).

The data analysis technique used in this study is qualitative data analysis. That is, efforts made by working with data, organizing data, sorting it into manageable units, synthesizing it, searching for and finding patterns, finding what is important and what is learned, and deciding what can be told to others. (Sugiyono 2014).

Activities in qualitative data analysis are carried out continuously until complete, so that the data is saturated. Data analysis activities are data reduction, data display, and conclusion drawing/verification. (Sugiyono 2014).

### 1. Data Reduction

Data reduction is a sensitive thinking process that requires intelligence and breadth and depth of insight. Data analysis in qualitative case study research is carried out systematically through several stages. The first stage is data reduction, which is the process of filtering, sorting, and summarizing data that has been collected from interviews, observations, and documentation to focus more on information that is relevant to the research objectives. Furthermore, data is presented in the form of descriptive narratives to facilitate understanding of patterns and relationships between findings. After that, conclusions are drawn and verified by comparing findings with relevant theories, Observation, Interview and Documentation data to increase the validity of research results. With this approach, data analysis can produce a deep and holistic understanding of the phenomena being studied.

### 2. Data Display (data presentation)

In qualitative research, the most frequently used to present data is with description. By explaining the data, it will be easier to understand what happened, plan further work based on what has been understood.

### 3. Conclusion Drawing or verification

The third step in qualitative data analysis is drawing conclusions and verification. The initial conclusions put forward are still temporary, and will change if no strong evidence is found to support the next data collection stage.

## **F. Validity of the Data**

To ensure the validity of the data collected in this study, triangulation of data sources will be applied by using multiple sources to verify the findings. Triangulation of data sources will be conducted through three data collection techniques: observation, interview, and documentation. Observation will allow the researcher to directly examine how students interact with digital media and how it affects their vocabulary learning process. Interviews will be conducted with students to gain deeper insight into their experiences and challenges related to the use of digital media in learning English vocabulary. This is used to determine the

advantages and disadvantages of using digital media. Documentation, such as lesson plans, student work, and digital learning materials, will be analyzed to provide additional evidence to support the research findings. Furthermore, triangulation of data sources will be applied by collecting information from participants, namely students to ensure a comprehensive perspective on the topic. Triangulation of data sources will also be applied by analyzing the findings through multiple sources of language acquisition and digital learning data to strengthen the interpretation of the results. By combining these triangulation of data sources, this study aims to ensure the validity and reliability of the data, which ultimately provides a comprehensive understanding of how digital media students improve English vocabulary.

### **G. Research Procedures**

There are research procedures in this study:

#### **1. Problem Identification**

Research begins by identifying relevant and in-depth problems to be studied. The problems chosen must be exploratory and allow for a deeper understanding of a particular phenomenon.

#### **2. Determining the Focus and Objectives of the Research**

The researcher will determine the focus of the case study and the research objectives to be achieved. This research focus helps in limiting the scope of the study so that it remains focused.

#### **3. Participant Selection**

Participants will be selected purposively, namely based on certain criteria that are in accordance with the needs of the research. The snowball sampling technique can also be used if more relevant informants are needed.

#### **4. Data Collection**

Data is collected through several main methods such as:

- a. In-depth Interviews: Using open-ended questions to explore participants' perspectives more broadly.

- b. Participant Observation: Analyzing the behavior, interactions, and environment of research subjects.
- c. Documentation: Using additional data such as field notes, archives, photographs, or relevant documents.

#### 5. Data Analysis

Data is analyzed through the stages of data reduction, data presentation, and drawing conclusions and verification. The analysis technique used can be thematic analysis or interactive models such as those developed by Miles and Huberman.

#### 6. Data Validation

To ensure the validity of the data obtained, the researcher used triangulation techniques. Triangulation is a method for verifying data accuracy. In this study, the researcher will use source triangulation techniques.

#### 7. Research Result

The research results are in the form of a report that describes the findings in depth, with a rich and reflective description of the phenomenon being studied.

## CHAPTER IV

### DATA PRESENTATION AND ANALYSIS

In this chapter, the author will explain the reality of research on the use of digital media to improve students' English vocabulary, including a description of the research object, presentation of data analysis and discussion.

#### A. Overview and Object of the Study

##### 1. School Profile

### School Profile

| 1. School Identity |                                   |   |                        |
|--------------------|-----------------------------------|---|------------------------|
| 1                  | School Name                       | : | SDN SELOK AWAR-AWAR 04 |
| 2                  | NPSN                              | : | 20520898               |
| 3                  | Education Level                   | : | SD                     |
| 4                  | School Status                     | : | Negeri                 |
| 5                  | School Address                    | : | Jl. Raya Selok Anyar   |
|                    | RT / RW                           | : | 18 / 4                 |
|                    | Postal Code                       | : | 67371                  |
|                    | Sub-district                      | : | Selok Anyar            |
|                    | District                          | : | Kec. Pasirian          |
|                    | Regency/City                      | : | Kab. Lumajang          |
|                    | Province                          | : | Prov. Jawa Timur       |
|                    | Country                           | : | Indonesia              |
| 6                  | Geographical Position             | : | -8.2519      Lintang   |
|                    |                                   |   | 113.1567      Bujur    |
| 3. Data Pelengkap  |                                   |   |                        |
| 7                  | School Establishment Decree       | : | 420/4945/427.41/2021   |
| 8                  | Date of Establishment Decree      | : | 2021-08-30             |
| 9                  | Ownership Status                  | : | Pemerintah Pusat       |
| 10                 | Operational Permit Decree         | : | 420/4946/427.41/2021   |
| 11                 | Date of Operational Permit Decree | : | 2021-08-30             |
| 12                 | Special Needs Served              | : |                        |
| 13                 | Account Number                    | : | 0431093898             |

|  |  |   |   |
|--|--|---|---|
| 14   | Bank Name  | : | Jatim   |
| 15   | Branch KCP/Unit  | : | Pasirian  |
| 16   | Account in the Name of   | : | SDN Selok Awar-Awar 04  |
| 17   | MBS  | : | Ya  |
| 18   | Collecting Contributions   | : | Tidak   |
| 19   | Nominal/student  | : | 0   |
| 20   | Taxpayer Name  | : | BENDAHARA SDN SELOK AWAR-AWAR 04  |
| 21   | NPWP   | : | 001404219625000   |
| <b>3. School Contact</b>                   |  |   |   |
| 20   | Phone Number   | : | 085314221994  |
| 21   | Fax Number   | : |   |
| 22   | Email  | : | Sdinselok04@gmail.com   |
| 23   | Website  | : | <a href="http://simpadamu.siap.web.id/20520898">http://simpadamu.siap.web.id/20520898</a> |
| <b>4. Periodic Data</b>                    |  |   |   |
| 24   | Organizing Time  | : | Morning/6 days  |
| 25   | Ready to Accept Boss?  | : | Yes   |
| 26   | ISO Certification  | : | Not Certified Yet   |
| 27   | Electricity Source   | : | PLN   |
| 28   | Electricity Power (watts)  | : | 900   |
| 29   | Internet Access  | : | No  |
| 30   | Alternative Internet Access  | : | No  |
| <b>5 Sanitation</b>                        |  |   |   |
| <b>Sustainable Development Goals (SDG)</b> |  |   |   |
| 31   | Water sources  | : | Protected well  |
| 32   | Drinking water sources   | : | Provided by school  |
| 33   | Adequacy of clean water  | : | Sufficient all the time   |
| 34   | The school provides toilets equipped with supporting facilities for use by students with special needs | : | No  |
| 35   | Toilet type  | : | Goose neck (sit/squat toilet)   |
| 36   | The school provides spare sanitary napkins   | : | None  |

|                              |   |   |   |
|------------------------------|---|---|---|
| 37                           | The number of days in a week that students participate in group handwashing activities  | : | Never   |
| 38                           | Handwashing places  | : | 7   |
| 39                           | Broken handwashing places   | : | 3   |
| 40                           | Are soap and water running in the handwashing places  | : | No  |
| 41                           | The school has a wastewater drainage channel from the toilet  | : | There is a wastewater outlet to a septic tank or wastewater treatment plant |
| 42                           | The school has drained the septic tank in the last 3 to 5 years with a septic tank suction truck/motorcycle                                     | : | No  |
| <b>6. UKS Stratification</b> |   |   |   |
| 43                           | The school has a gutter to avoid waterlogging   | : | No  |
| 44                           | The school provides a trash can in each classroom (According to the Minister of Education and Culture's regulation on infrastructure standards) | : | No  |
| 45                           | The school provides a closed trash can in each female toilet unit   | : | No  |
| 46                           | The school provides a mirror in each female toilet unit   | : | No  |
| 47                           | The school has a closed temporary waste disposal site (TPS)   | : | No  |
| 48                           | Waste from the temporary waste disposal site is routinely collected   | : | No  |
| 49                           | There is planning and budgeting for school sanitation maintenance and care activities   | : | No  |

|    |  |   |  |                 |                |  |
|----|--|---|--|-----------------|----------------|--|
| 50 | There are routine activities to involve students in maintaining and caring for sanitation facilities in the school | : | No                                       |                 |                |  |
| 51 | There is a partnership with external parties for school sanitation   | : | Yes, with local government               |                 |                |  |
|    |  | : | Yes, with private companies              |                 |                |  |
|    |  | : | Yes, with the health center              |                 |                |  |
|    |  | : | Yes, with non-governmental organizations |                 |                |  |
| 52 | Number of toilets usable   | : | Men's toilets                            | Woman's toilets | Shared toilets |  |
|    |  |   | 0  | 0               | 0              |  |
| 53 | Number of toilets unusable   | : | Men's toilets                            | Woman's toilets | Shared toilets |  |
|    |  |   | 0  | 0               | 0              |  |

**7. Schools have activities and media for communication, information and education (KIE) about school sanitation.**

|    | Variabel                    | Communication, Information and Education (KIE) Activities and Media |            |        |         |     |         |
|----|-----------------------------|---|------------|--------|---------|-----|---------|
|    |                             | Teacher   | Class room | Toilet | Selasar | UKS | Canteen |
| 54 | Wash hands with soap        |   |            |        |         |     |         |
| 55 | Hygiene and health          |   |            |        |         |     |         |
| 56 | Toilet maintenance and care |   |            |        |         |     |         |
| 57 | Food safety                 |   |            |        |         |     |         |
| 58 | Let's drink water           |   |            |        |         |     |         |

**8. List of educators and education personnel**

| No | Name           | JK | NIP                | Employee Status             | PTK Type              |
|----|----------------|----|--------------------|-----------------------------|-----------------------|
| 1  | Arjiun         | L  | 197010042000101001 | PNS                         | Educational Personnel |
| 2  | Ervin Sujiono  | L  | 198205012021211002 | PPPK                        | Teacher               |
| 3  | Ismu Handoko   | L  |                    | Honor Daerah TK.II Kab/Kota | Teacher               |
| 4  | Matuatis Suhro | P  |                    | Guru Honor Sekolah          | Teacher               |
| 5  | Mohammad Irham | L  | 197205141999121001 | PNS                         | Headmaster            |

| 6  | Tiwek Susianah      | P              | 196605141999032003 | PNS          | Teacher |
|--|---------------------|----------------|--------------------|--------------|---------|
| 7  | Tri Wahyuni         | P              | 196709301991102001 | PNS          | Teacher |
| <b>9. Number of Students by Gender</b>   |                     |                |                    |              |         |
| <b>Men's</b>                             |                     | <b>Woman's</b> |                    | <b>Total</b> |         |
| 33                                       |                     | 58             |                    | 91           |         |
| <b>10. Facilities and infrastructure</b> |                     |                |                    |              |         |
| No                                       | Infrastructure Name | Description    | Length             | Width        |         |
| 1  | Toilet/Student      | 1 unit         | 2                  | 1.5          |         |
| 2  | Toilet/Teacher      | 1 unit         | 2                  | 7            |         |
| 3  | UKS                 | 1 unit         | 8                  | 1.5          |         |
| 4  | Library             | 1 unit         | 8                  | 7            |         |
| 5  | Stage               | 1 unit         | 8                  | 7            |         |
| 6  | Office Space        | 1 unit         | 8                  | 7            |         |
| 7  | Classroom 1         | 1 unit         | 8                  | 7            |         |
| 8  | Classroom 2         | 1 unit         | 8                  | 7            |         |
| 9  | Classroom 3         | 1 unit         | 8                  | 7            |         |
| 10                                       | Classroom 4         | 1 unit         | 8                  | 7            |         |
| 11                                       | Classroom 5         | 1 unit         | 8                  | 7            |         |
| 12                                       | Classroom 6         | 1 unit         | 8                  | 7            |         |
| 13                                       | Field ceremony      | 1 unit         |                    |              |         |
| 14                                       | Kitchen             | 1 unit         | 8                  | 7            |         |

## 2. Vision of SD Negeri Selok Awar-Awar 04

“The realization of a school with superior quality in achievements inspired by the cultural values and character of the nation based on Pancasila”.

## 3. Mission of SD Negeri Selok Awar-Awar 04

- a. Increasing devotion to God Almighty through religious activities inside and outside school
- b. Creating a challenging, fun, communicative, fearless, and democratic learning atmosphere.
- c. Developing a culture of reading, curiosity, tolerance, cooperation, mutual respect, discipline, honesty, hard work, creativity, and independence
- d. Instilling social and environmental concerns, love of peace, love of the homeland, national spirit, and democratic living

- e. Increasing community participation in the implementation of education
- f. Developing Schools into National Standard Schools (SSN).
- g. Meeting the Needs for Educational Facilities and Infrastructure as well as Educators and School Education Personnel
- h. Creating a safe, neat, clean, and comfortable school environment

### **B. Data Presentation and Analysis**

This study aims to describe the digital media used, as well as advantages and disadvantages in the English language learning process, especially vocabulary, at SDN Selok Awar-Awar 04 Pasirian Lumajang. Data were obtained through direct classroom observation, interviews, and documentation. Data were analyzed from March 10-17, 2025, using descriptive qualitative methods. In this section, to make it easier to present the research results, the researcher divides them into two aspects: (1) observation results, (2) interview results. There are:

#### **1. Observation results**

Based on observations, the teacher used an LCD projector to display a vocabulary learning video containing images, animations, and sound. The media used was an English cartoon video broadcast via a laptop. The teacher began the lesson with a prayer to create initial student focus. Throughout the lesson, most students appeared enthusiastic and focused. They laughed, imitated the pronunciation of vocabulary in the video, and actively answered the teacher's questions. Student participation was quite high, as evidenced by their willingness to answer vocabulary questions displayed on the screen. The integration of images, sound, and animation in the video not only made the classroom atmosphere more lively but also fostered students' confidence to actively participate in the learning process. The material presented was relevant to that week's learning theme, "Greetings," and was complemented by visuals and audio. This aligns with vocabulary learning in English to strengthen understanding and enrich vocabulary. However, there were several technical challenges, including delays due to the teacher having to set up the LCD and laptop, and a slow internet connection that caused the video to buffer for several seconds. Although these

obstacles disrupted the smooth learning process, the teacher managed to overcome them by reorganizing the learning flow and maintaining student focus to avoid distractions. Therefore, the technical challenges that arose did not diminish the effectiveness of the activity, as student enthusiasm and focus remained high throughout the learning process.

## 2. Interview Result

Interview result is used as a primary resources for this research. There are 8 questions that divided 3 theme : (1) types and use of digital media (2)Students perceptions and learning outcomes in vocabulary acquisition (3)Obstacles and challenges in using digital media. The interviews were conducted with 20 sixth grade students of SDN Selok Awar-Awar 04 Pasirian Lumajang on March 15-17 2025. From those themes is used to know what digital media have been used so far and the advantages and disadvantages experienced by students when used digital media as a means of learning English, especially vocabulary. The explanation of 3 themes were elaborated bellow:

### a. Types and use of digital media

This theme describes the various types of digital media used by students in the English language learning process, particularly in vocabulary mastery. The focus of this theme is to determine what digital media have been used in the classroom by both teachers and students, and students' views on the effectiveness of using digital media in English learning.

This theme was addressed in interview questions 1 and 8. Question 1 aimed to identify the types of digital media commonly used by students, such as learning apps, learning videos, educational games, or other digital platforms. Question 8, meanwhile, asked students about whether English learning time is more effective when using digital media.

In question 1, interview results indicated that teachers used several digital media, such as learning videos on YouTube, digital dictionary apps, and interactive learning platforms. Students felt these media helped them understand new vocabulary in an engaging way. This is reinforced by a statement from one of sixth-grade students, Iqbal:

"Usually, my teacher provides English cartoon videos, sometimes quizzes, English games, sometimes digital flashcards, but my friends and I like to use videos on YouTube the most, so it's like traveling around the world."

In question 8, based on interview results the majority of students gave positive responses regarding the effectiveness of using digital media in learning English. Most students stated that their study time became more effective because digital media made the learning process more interesting, interactive, and easier to understand. They felt that digital media, such as learning videos and interactive apps, helped them remember vocabulary better than conventional methods. However, a small number of students also revealed that they felt it was less effective because it took a long time to prepare the devices. This is reinforced by a statement from one of sixth-grade students, Lala:

"I like learning vocabulary using LCD, but sometimes it takes time to prepare the tools so my study time is cut short."

The documentation in appendices confirms that the interviews were actually conducted and students were able to reveal that digital media in learning is indeed effective but requires quite a long time to prepare the devices so that it can cut into learning time.

#### b. Students perceptions and learning outcomes in vocabulary acquisition

This theme explains how students perceive the use of digital media in the English language learning process, as well as the impact of using these media on the learning outcomes of the understanding they achieve, this theme is discussed in interview questions 2, 3, 4 and 5. The focus of this theme is to understand the extent to which students feel helped, motivated, and experience progress in mastering insights through digital media.

In Question 2, which asked about students' feelings about using digital media in class, clearly indicated that many felt enthusiastic and happy.

This sentiment was reinforced by an interview with Labib, one of 6th-grade students:

"If I study using videos, I feel motivated and don't get sleepy. It's like watching a movie but also studying."

Besides boosting student enthusiasm, digital media also helps the majority of students memorize new words. Question 3 asks whether digital media can help memorize new words. Ana, one of 6th-grade students, said:

“Learning with videos is so much fun! I can memorize new words. Usually, I memorize 2-3 words a day, but if I use digital media, I can memorize up to 5 words.”

In question 4, the researcher asked about what they liked about learning English vocabulary using digital media. This statement emerged during an interview between the researcher and a sixth-grade student. Azzam, one of 6th-grade students, said:

“I enjoy learning using digital media because the material is varied. There are games, pictures, sometimes cartoon videos, foreigners—it's really fun!”

This statement reflects the things students enjoy, which fuel their enthusiasm for learning English vocabulary. Similarly, in question 5, which asked about the impact students experienced when learning using digital media, Robin, a sixth-grade student, said:

“I want to keep learning because the apps are fun, like playing games, but in English. After school hours, I continue studying at home using the apps implemented at school.”

The documentation in appendices confirms that the interviews were actually conducted and students revealed that digital media in learning was very enjoyable so that it motivated students and made it easy to increase their vocabulary.

c. Obstacles and challenges in using digital media.

This theme discusses the obstacles and challenges in using digital media. The majority of students did not have a problem with the obstacles and challenges they would encounter when using digital media. However, a minority of students conveyed several obstacles and challenges they faced when learning English vocabulary using digital media. This will be conveyed in the interview results in questions 6 and 7, as follows:

In question 6, the researcher asked whether students had ever experienced any obstacles while learning in class using digital media. Based on interviews,

students have experienced obstacles, including poor internet connections, which can impact their English vocabulary learning. This was conveyed by Putri, one of 6th-grade students, she said:

“I like to study using videos in class, but if the network is bad, it's annoying and takes a lot of time because the video is loading.”

This really disrupts the learning process, making it difficult for students to focus on learning English vocabulary. In question 7, the researcher also asked about what typically happens in class if the teacher can't use a laptop or digital device. How do you feel about that? They explained that sometimes laptops or digital devices are often used by teachers for school purposes, such as school meetings, etc., preventing students from using these devices during lessons. Eva, one of 6th-grade students, said:

“Sometimes when the teacher is using the laptop, we study using the blackboard and books, it's really boring and we don't feel like studying English.

The documentation in appendices confirms that interviews were actually conducted and students were able to express that obstacles and barriers such as poor internet connections and inadequate digital devices could disrupt the English Vocabulary learning process.

### **C. Discussion of Findings**

In this section, the researcher explains the findings obtained from the field, which were previously presented in the form of data descriptions. These findings are then analyzed in more depth and connected to relevant theories, in accordance with the research problem formulation. The discussion is as follows:

#### **1. Types and use of digital media**

Based on interviews with 20 students, it was discovered that they have utilized various types of digital media in their English vocabulary learning process, including: (1) English cartoon videos (2) quizzes, (3) English games, (4) digital flashcards, but their favorite is learning with English cartoon videos on YouTube. Each type of media has a different role; for example, cartoon videos help

understand vocabulary and pronunciation contextually, while quizzes and English games encourage healthy competition that encourages learning motivation.

These findings also indicate that student preferences for certain types of digital media are influenced by enjoyment and emotional factors. Audio-visual and interactive media tend to be preferred because they provide a fun learning experience and reduce boredom.

Based on the above findings, it can be concluded that digital media has become a significant tool in helping students learn English vocabulary. The availability of various types of media, its flexible and enjoyable nature, and easy access make digital media an effective learning alternative in today's modern era. This is supported by Edgar Dale's (1969) Cone of Experience theory, which states that learning involving direct experience and the use of multiple senses, such as seeing and hearing simultaneously, is far more effective than simply reading or listening. Dale emphasized that audio-visual media such as video, animation, and sound recordings can combine visual and auditory elements, thereby enhancing students' retention of learning materials.

## 2 Advantages and Disadvantages of using digital media

In accordance with the second problem in this research, to make it easier to present the results, the researcher divided them into two parts, including: (1) Advantages of using digital media (2) Disadvantages of using digital media.

### a. Advantages of Using Digital Media

Based on the results of interviews with 20 students, it is known that most students consider the use of digital media as an effective means in learning their English vocabulary. They stated that the use of digital media has a significant contribution to students' English vocabulary. According to the Edgar Dale Method (1969) which the researcher used in chapter 2, there are 5 advantages of Digital Media, namely (1) Automatic Feedback, (2) Interactive, (3) Motivation, (4) Diverse Materials, (5) Personalization, Of these five advantages, the researcher found that all advantages except personalization could not be found due to constraints in regulations at SDN Selok Awar-Awar 04 Pasirian Lumajang, which

prohibit students from bringing electronic devices. Furthermore, the researcher discovered a new advantage: wide access. This distinguishes this study from previous research. Several themes that emerged regarding the advantages of digital media according to the results of class interviews are as follows:

1) Automatic feedback (Enrich vocabulary quickly)

Based on interview results, digital media helped them acquire new vocabulary more quickly. Media such as learning videos, English learning applications, and interactive websites are frequently used sources that can arouse curiosity and create a fun learning atmosphere. This statement shows that digital media can accelerate vocabulary acquisition for students with audio-visual support. Visual factors such as moving images, sounds, and attractive colors can increase attention and accelerate the ability to understand new vocabulary.

This is in line with Edgar Dale's cone of experience theory (1969), thus strengthening the finding that five out of twenty students consider digital media as an effective means to improve English vocabulary, so that students are able to absorb new vocabulary quickly.

2) More interesting and interactive learning

In addition to enriching vocabulary, learning using digital media felt more interesting than conventional methods. This finding emphasizes that digital media not only acts as a learning aid, but also as an element that builds a more dynamic and enjoyable learning atmosphere. Several students explicitly stated that the presence of entertainment elements inserted into digital media such as animation, games, and interactive videos, makes the learning process less rigid and provides a more lively learning experience compared to conventional learning which tends to only focus on text and books. This makes the learning process and vocabulary improvement more enjoyable. Students feel a more lively learning atmosphere because there are entertainment elements inserted in improving English vocabulary. This is also supported by Edgar Dale (1969) in his concept of the Cone of Experience, that students can understand information better by using images, sounds, and videos than by only focusing on reading books and listening to teachers.

### 3) Increase learning motivation

In addition to making learning more engaging and interactive, learning English using digital media can also increase learning motivation, thereby increasing enthusiasm for learning English and discovering new vocabulary. Students become more interested and more active in discovering new vocabulary in each video shown by the teacher.

These findings indicate that digital media provides a strong motivational stimulus for students. The use of game-like learning applications or animated videos can increase learning enthusiasm, especially when accompanied by interactive elements such as prizes, levels, and challenges. By increasing learning motivation, students are encouraged to be more active in discovering and understanding new vocabulary.

This is supported by Florence, M., & Betrus, A. K. (2020) in their book "Digital Media for Learning: Theories, Processes, and Solutions," which explains that learning motivation increases when students feel personally and emotionally involved in the learning process, and digital media has the capacity to create immersive and motivating learning experiences.

### 4) The Diversity of Materials in Digital Media

One of the most striking findings from the data collected is that the diversity of materials presented through digital media significantly increases students' interest and motivation in learning English, particularly in improving their vocabulary comprehension. Unlike traditional learning methods, which often rely heavily on printed textbooks and worksheets, digital media offers dynamic, colorful, and interactive learning experiences that accommodate a variety of learning styles and preferences. These resources are not only entertaining but also educationally effective, as they are designed to integrate vocabulary development, listening skills, and contextual understanding in a fun and engaging format.

This is supported by Florence & Betrus (2020), who stated that the diversity of materials available in digital media is one of the main advantages of technology-based learning. With various formats such as videos, simulations, and interactive games, digital media can present more engaging learning and adapt to

the needs of students' diverse learning styles. This directly contributes to increased student interest and motivation in developing language skills, including vocabulary comprehension.

#### 5) Wide Access

Another interesting finding from students' perspectives regarding the use of digital media in English learning is that they feel as if they are being taken on a "world tour" simply by watching and listening through a projector screen in class. This finding suggests that digital media opens students up to authentic content they've never encountered before in printed textbooks. For example, when teachers play English children's songs or show animations from foreign language learning apps, students report that they find it easier to memorize vocabulary because they are supported by engaging images and sounds. Students also report that by using videos from various sources, they can learn a lot, not only English vocabulary but also pronunciation, facial expressions, intonation, and real-life contexts. This suggests that broad access to digital learning resources not only enhances linguistic knowledge but also fosters a broader cultural understanding.

This aligns with Florence and Betrus's (2020) observation that digital media provides students with access to authentic, real-world content not available in traditional textbooks. When students watch videos, listen to songs, or engage with dialogue in a foreign language on screen, they not only learn vocabulary and pronunciation but also absorb cultural aspects and the context in which the language is used. This creates an immersive and deep learning experience, which enriches linguistic understanding while opening students' global horizons.

#### b. Disadvantages of Digital Media

Based on the results of interviews with 20 students, it was found that a small number of students found several shortcomings in the use of digital media. According to the Edgar Dale Method (1969) which researchers used in chapter 2, there are 5 weaknesses of Digital Media, namely (1) Limited Internet Connection: Digital media requires a stable connection, (2) Technology Dependence: Students can be too dependent on digital media without developing independent learning skills, (3) Time Constraints, (4) Device Requirements: Requires adequate devices

such as laptops or smartphones, (5) Focus Disturbance.

In this study, researchers found all the shortcomings of digital media in accordance with Edgar Daale's theory (1969). Several themes regarding the shortcomings of digital media according to the results of class interviews are as follows:

1) Poor Internet Connection

Based on the results of interviews in class, it was identified that most students showed a very positive response to the application of digital media in the English learning process, especially in terms of vocabulary mastery. Digital media is considered not only to enrich the learning experience, but also to be able to create a more dynamic, interactive, and enjoyable learning atmosphere. Various contents such as learning videos, animations, and attractive visual displays have been proven to be able to arouse students' enthusiasm and increase their involvement in the learning process. However, behind these various advantages, there are still quite significant technical obstacles that hinder the smoothness of digital-based learning.

One of the most frequently mentioned technical obstacles is unstable internet. This problem causes various difficulties, such as slow video loading, sudden interruptions during audio-visual sessions, and limited access to digital learning materials. These obstacles not only disrupt the smoothness of the overall learning process, but also affect students' ability to stay focused and actively engaged. In the long term, poor internet connections can widen the digital divide, especially for students who live in remote or underprivileged areas, thus hindering the achievement of vocabulary improvement in using digital media.

This is supported by Edgar Dale (1969) with his Cone of Experience theory, Although it does not discuss internet connections directly, this theory emphasizes the importance of audiovisual media in learning. However, this media clearly requires a good internet connection in order to be accessed optimally. Without an adequate connection, students will not be able to access concrete and meaningful learning experiences, thus slowing down the improvement of students' English vocabulary.

## 2) Technology Dependence

Based on the interview results, it was found that most students felt less motivated to learn English if they didn't use digital media in the learning process. This finding indicates a significant reliance on digital media to support engaging and enjoyable learning. When teachers are unable to use devices such as laptops or projectors due to technical difficulties, the learning atmosphere becomes less lively, and students tend to become bored. This finding also demonstrates that digital media is not just a tool, but also a necessity.

One interesting and worrying finding is the increasing dependence of students on digital media in the process of improving their English vocabulary. In the long term, this condition can increase students' adaptability to various methods that they can enthusiastically engage with. This was also conveyed by Arkoful and Abaidoo (2015), who noted that although digital media can increase learning effectiveness, excessive reliance on technology can actually create cognitive impairment when devices are unavailable.

## 3) Time constraints

Based on the interview results, most students noted the benefits of using digital media to improve English vocabulary. Furthermore, a small number of students also indicated that digital media use also has negative impacts, such as time constraints, particularly in terms of learning efficiency. Preparing digital media devices takes a long time, which can reduce students' learning time. This finding suggests that in practice, the use of digital media is not necessarily efficient. The process of installing, setting up devices, and other technical preparations can consume time that should be allocated for core learning activities. In this context, teachers need to consider how the use of digital media should be adjusted to the available learning time, so as not to reduce students' opportunities to improve English vocabulary, which requires intensive repetition and practice.

This is supported by Florence and Betrus (2020), who stated that although digital media has great potential to improve learning effectiveness, its implementation in practice can face technical and managerial challenges. The

installation process, device setup, and lack of teacher preparedness can lead to time inefficiencies. Therefore, they emphasize the importance of designing strategies for using digital media that are appropriate to learning time to support learning objectives, including optimal vocabulary development.

#### 4) Device Requirements

One significant weakness in the use of digital media in learning is the need for adequate digital devices. Interview findings indicate that some devices are borrowed by teachers, making it impossible to use laptops or LCDs as learning tools that day. This situation demonstrates that digital media requires devices that are always available at all times. When supporting tools such as laptops, LCDs, or internet connections are unavailable, learning activities will be disrupted. Therefore, school readiness with adequate digital devices is essential for successful digital media learners. In addition, this condition highlights the gap between the potential of digital media and its actual implementation in classrooms. Without consistent access to reliable devices, teachers' creativity and students' engagement are inevitably constrained. Thus, investment in infrastructure and maintenance becomes a crucial factor to ensure the sustainability of technology-based learning.

This is also supported by Bates (2015) in his book teaching in the digital era, which states that the successful integration of technology into learning depends on infrastructure readiness, including hardware availability. Therefore, these findings underscore the importance of device readiness and technical planning before implementing digital media in the teaching and learning process.

#### 5) Focus Disturbance

Disruption of learning focus is the core impact of all the findings of the disadvantages that have been explained previously. Obstacles such as poor internet connection, student dependence on technology, limited learning time cut short due to gadget preparation, and limited supporting devices, all lead to one main consequence, namely the disruption of students' thinking and absorption processes during learning activities, so that students are less able to maximize themselves to improve their English vocabulary. As revealed from the results of

interviews and observations, some students complained that if the video could not be played due to poor connections or when the teacher could not use the laptop, they became unmotivated and lazy to learn, students became bored quickly, this situation of course reduced the effectiveness of the learning process in improving vocabulary, students became less focused in absorbing vocabulary and understanding the meaning of sentences. This finding is in line with the opinion of Calrk and Mayer (2016) who stated that technical disruptions that occur repeatedly can reduce student focus, so that the opportunity to improve students' English vocabulary decreases drastically.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the results of research conducted at SDN Selok Awar-Awar 04 Pasirian Lumajang regarding the use of digital media in students' English vocabulary learning, From the findings of this study it can be concluded that the application of digital media makes a significant contribution to the student learning process, especially in vocabulary mastery.

Researchers also identified digital media that have been used in learning at SDN Selok Awar-Awar 04 Pasirian Lumajang, namely (1) learning videos, (2) language learning applications, (3) educational websites (4) digital flash cards, with this learning in English vocabulary is able to create a fun, dynamic, and non-monotonous learning atmosphere. Based on the results of the data obtained, the use of learning videos is the digital media most in demand by students in the classroom.

This study also identifies the advantages and disadvantages of using digital media to improve students' vocabulary. In terms of advantages, this section differs from the theory used in Chapter 2. While the advantages under the theme of "personalization" were not identified due to school regulations, the authors discovered new aspects, including: (1) Automatic feedback (Enrich vocabulary quickly), (2) More interesting and interactive learning, (3) Increase learning motivation, (4) The Diversity of Materials in Digital Media, (5) Wide Access

However, this study also revealed several weaknesses encountered when implementing digital media in elementary schools, especially at SDN Selok Awar-Awar 04 Pasirian Lumajang. namely (1) poor internet connection, (2) Technology Dependence, (3) Time constraints (4) Device Requirements, (5) Disturbed Focus. Thus, the findings of this study contribute to the analysis of the use, advantages, and disadvantages of digital media on students' English vocabulary learning.

## **B. Suggestions**

Based on the results of the research that has been conducted, the author feels the need to provide some suggestions that can be used as considerations for parties related to the English learning process using digital media, so that its implementation is more effective and provides a sustainable positive impact.

### **1. For Teachers**

Teachers are expected to be more careful in choosing and managing the use of digital media that is in accordance with the needs and learning abilities of students. In addition, it is important for teachers to prepare alternative plans in case of technical constraints such as internet connection disruptions or device limitations. Thus, the learning process can still take place optimally even though digital media cannot be used optimally.

### **2. For Students**

Students are expected not to only rely on digital media as the only source of learning. Digital media can increase interest and enthusiasm for learning, students also need to be trained to stay focused and enthusiastic when using conventional methods such as reading books or handwriting exercises. This is important to form a flexible and responsible learning attitude.

### **3. For Schools**

Schools are expected to pay attention to the availability and readiness of supporting facilities for digital learning, such as a stable internet network, projectors, and other multimedia devices. In addition, regular training on the use of digital media for teachers is also important so that its use is more focused and on target in teaching and learning activities.

### **4. For Further Researchers**

Further researchers are advised to expand the scope of the research, both in terms of different locations. In addition, it would be better if further research also examined the relationship between the use of digital media and other aspects of English language learning, such as speaking, reading, or writing skills, so that a more complete picture of the influence of digital media in the world of elementary education is obtained.