

The Ultimate Guide to Improving English Learning in Primary School

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ABSTRACT

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English learning is a vital skill in the era of globalization. However, many elementary school students struggle with English and show limited interest due to monotonous and less engaging teaching methods. This often leads to low confidence in using the language actively. To address this issue, the English Learning Program (BBI) was implemented to improve the English proficiency of 4th grade students at elementary school. The program introduced interactive and enjoyable teaching strategies through a group-based approach, including language games, conversation practices, songs to introduce parts of the body, and basic grammar lessons. These activities aimed to create a positive learning environment that encourages active participation and boosts student confidence. The results showed increased enthusiasm, participation, and comprehension among students. Many students demonstrated improved ability and willingness to use English in daily conversation. This program highlights the importance of innovative and interactive methods in fostering early interest and language proficiency. It suggests that well-designed, enjoyable approaches can significantly enhance English learning at the elementary school level.

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INTRODUCTION

Education serves as the foundation for improving the quality of human resources. In the world of education, knowledge is vast and diverse, acting as a window to the world, depending on our needs and what we require to support our learning. Elementary school is the starting point for students to learn various

subjects, one of which is English. Mastering English as a foreign language is crucial in the era of disruption, where cross-cultural communication and access to new knowledge or international information are increasingly needed by all sectors of society. English is an international language that plays a vital role in education and globalization. According to Fatimah & Nugroho (2022), English is a universal language because it is used by most countries in the world as their primary language. English is an international language that is placed as a second language and must be mastered after the native language of their country (Aini, 2021).

The English Language Learning (BBI) program was developed in response to the challenges faced by elementary students, particularly fourth grade students at SD Negeri Made 1 Surabaya in mastering English in today's era of globalization. As supported by Aini (2021), English is widely recognized as a second language that plays a vital role in accessing global information and opportunities. Therefore, interesting, easy to understand, and effective teaching methods are essential to help young learners develop foundational English skills. Interactive and enjoyable learning strategies, such as language games, role playing, and group discussions, have been shown to enhance student motivation and participation (Pratami et al., 2022). These methods are not only engaging but also foster a more dynamic and student-centered learning environment that builds confidence in using the language actively (Putri & Lestari, 2022). This program was held during the BBK (Learning Together with the Community) activity at Airlangga University, which is expected to inspire teachers in schools to adopt more innovative and enjoyable learning methods.

At SD Negeri Made 1 Surabaya, English has been part of the curriculum from grades 1 to 6. However, the English Language Learning (BBI) program focused specifically on fourth grade students, as this level is considered optimal for strengthening foundational language skills. At this stage, students typically possess basic exposure to English, allowing them to review prior knowledge while introducing more structured and understandable content. Despite having English lessons in earlier grades, many students at SD Negeri Made 1 Surabaya showed low engagement, limited confidence, and inconsistent proficiency levels making it difficult for them to apply the language actively. These challenges justified the need for a more interactive and supportive program. A total of 28 students participated in the program, divided into five groups. Initially, students appeared hesitant and less motivated, but throughout the activities, they began to show greater enthusiasm frequently asking questions and engaging in discussions. In the final evaluation, the Cat, Cow, and Wolf groups answered 23 out of 25 questions correctly, while the Eagle and Tiger groups scored 19. Notably, six students voluntarily stepped forward to introduce themselves in English, demonstrating improved confidence.

The implementation of this program also aimed to examine how students responded to specific grammar topics, such as verb-ing usage, through

interactive and engaging methods. One guiding question was: "Does the use of interactive and enjoyable learning strategies improve English speaking skills and student confidence among elementary school students?" During the learning process, some students required extra time to understand the material, while others grasped it more quickly. With repeated exposure and group-based guidance, most students were eventually able to follow the lessons successfully. At the end of the session, prizes were awarded to the most active students, and snacks were distributed to all participants. The English Language Learning (BBI) program received positive feedback from both students and teachers. It is expected that this experience will encourage students to continue improving their English skills and become more confident in using the language in everyday communication.

METHOD

This study was conducted as part of the *Community Learning Together* (BBK) program, specifically through the English Language Learning (BBI) activities designed to create a fun, interactive, and effective learning experience for students. Interactive methods were chosen over traditional lecture-based approaches because previous observations and literature indicate that elementary students tend to respond better to active and engaging learning environments (Azis et al., 2023). The implementation of these activities consists of several stages, from preparation to final evaluation.

The preparation stage began with identifying participants, initial English proficiency through a simple diagnostic survey. This step helped tailor the program according to student needs. Based on the results, learning materials were developed to suit their comprehension level, focusing on basic vocabulary, grammar, and speaking structures (Rahmawati & Setyawan, 2022). Teaching tools were then compiled, including printed modules, educational videos, vocabulary flashcards, and language-based games (Lestari & Sari, 2023).

Table 1. Schedule of Program

Date	Material	Speaker
16 Juli 2024	Introduction Session	Evelyn
16 Juli 2024	Spelling Session	Fathi Falah
16 Juli 2024	Fill In the Blank	Putri Ayu
16 Juli 2024	Verb-Ing	Julia
16 Juli 2024	Guess His Move	Nathis
16 Juli 2024	The Whisper Challenge	Daffa

To ensure smooth execution, coordination meetings were held with the community, facilitators, and volunteer teachers (Yusuf & Wulandari, 2023). These discussions aimed to align strategies, clarify roles, and reinforce a shared commitment to delivering interactive and student-centered English instruction. The implementation phase served as the core of the English Language Learning

(BBI) program. During this phase, a series of interactive methods were applied in the classroom. Beyond the classroom, community-based learning and parental involvement also play an important role in supporting children's language development (Kamila & Setiawan, 2023). Lessons were delivered using group-based discussions, role-playing activities, and storytelling exercises to improve students speaking abilities (Yuliana & Hartono, 2023). Students also engaged in educational games, including word puzzles, interactive quizzes, and speaking challenges designed to enhance vocabulary and grammar retention. Real life simulations, such as pretending to order food or shop in English, encouraged practical language use. Each group was accompanied by a dedicated mentor who guided discussions, corrected errors, and built student confidence through constructive feedback.

After the program activities were completed, the evaluation stage was conducted to measure the effectiveness of the applied methods and identify areas for improvement. Short quizzes and written tests were used to assess students grasp of the material, particularly their understanding of vocabulary, grammar, and conversational structure (Suryani & Mahardika, 2023). In addition, reflection sessions were held where students shared their experiences, highlighted challenges, and expressed what they enjoyed during the sessions. Feedback was also collected from both participants and facilitators to improve future implementations of similar programs. As a form of appreciation and motivation, certificates of participation and small awards were distributed to students who demonstrated high engagement and improvement.

As part of our ongoing commitment, the community service team discussed and provided input with English teachers to create a more modern learning approach and make students enjoy learning English. Discussions focused on learning methods that enable students to understand better, feel more confident, and not be shy about speaking English, as elementary school is the foundational stage before students move on to higher levels of education and can begin to learn English earlier. This initiative was taken as a demonstration of students concern for the development of education in elementary schools and to help students become familiar with English effectively.

FINDING AND DISCUSSION

Improvement in Speaking Confidence and Daily Usage

The BBK (Learning Together with the Community) program teaches students to care about and be aware of issues in a particular area and to provide solutions that can improve the quality of human resources, especially in the field of education. This program involves teaching English to fourth-grade students at SD Negeri Made 1 Surabaya with the aim of building their confidence in using English. The BBK (Learning Together with the Community) program has successfully improved the English language skills of fourth grade students at SD Negeri Made 1 Surabaya.



Figure 1. Student Introduces Herself Using English

The implementation of the English Language Learning (BBI) program had a direct impact on improving students speaking confidence. By engaging in regular conversational activities, such as fill in the blank dialogues and self introduction, students gradually became more comfortable using English in front of their peers. This shift was particularly evident during group tasks, where learners began initiating English based communication without teacher prompting.

Engagement Through Gamified and Collaborative Learning

Mini projects and real-life speaking simulations provided additional opportunities for students to practice English naturally and collaboratively. These tasks not only improved vocabulary usage but also promoted group responsibility and communication. With a fun learning approach, students are more willing to speak in front of their peers and try to communicate in English without fear of making mistakes. This is evident from their active participation in discussion sessions and educational games.



Figure 2. English Language Learning Activities

The BBI program succeeded in fostering student engagement through a combination of game-based activities and collaborative learning. Interactive elements such as spelling bees, vocabulary relays, and team-based word games sparked curiosity and active participation among students. These activities not only made the learning process enjoyable but also encouraged cooperation, communication, and peer support. The effectiveness of interactive English learning tools in improving engagement and learning outcomes in elementary classrooms. Game based strategies help reduce anxiety, especially for young learners who may be hesitant to speak or participate in traditional instruction. Through structured games, students learned vocabulary and sentence patterns in a more relaxed and supportive environment. Moreover, the collaborative format helped students develop social and communication skills. Working in teams allowed learners to support each other and build confidence through peer encouragement. This supports the broader educational shift toward cooperative learning models in language instruction.

In addition, students demonstrated greater enthusiasm during gamified and collaborative learning activities. Spelling bees, vocabulary races, and group-based challenges boosted student interaction and made English learning more enjoyable. These observations are consistent with research emphasizing the effectiveness of interactive games in motivating primary learners. Students with auditory learning preferences also benefited from the repetitive use of English songs, which helped reinforce pronunciation and basic sentence structure in a fun and memorable way. These findings highlight the potential of combining traditional interactive strategies with digital media to support various learning styles and create an inclusive English learning environment.

Effectiveness of Mini Projects and Real-Life Simulations

The BBI program also incorporated mini projects and real-life simulations as part of its instructional strategy. These tasks allowed students to apply their English skills in authentic, practical contexts, such as performing role play scenario, recording English introduction video, and simulating conversations related to daily life. This approach helped bridge the gap between theoretical language knowledge and real-world communication. The implementation of mini projects encouraged creativity, self-expression, and a deeper understanding of the material. Students were given the opportunity to internalize vocabulary and sentence structures by using them meaningfully in performance-based tasks. Interactive storytelling and performance activities increase language retention among young learners by engaging both cognitive and emotional responses.



Figure 3. Students Participating in a Real-Life Simulation Activity

Moreover, the use of real-life simulations, like shopping dialogues or peer English exchanges, enabled students to gain confidence in using English for practical communication. This experiential learning approach also supports holistic development, as it nurtures soft skills such as teamwork, problem solving, and adaptability. The integration of these project based and simulation methods made the learning process more relevant and enjoyable for students, while reinforcing their functional use of the language.

Impact of Interactive Visual and Auditory Media

A key component of the BBI program's success was the integration of interactive visual and auditory media into the learning process. Tools such as picture cards, visual matching games, English songs, and Android based applications helped simplify vocabulary, reinforce grammar, and engage students with diverse learning preferences. These media made the classroom environment more stimulating and responsive to different student needs.



Figure 4. Students Actively Engaged with Visual Learning Media

Visual aids, in particular, supported students who benefited from image based memory cues. They allowed learners to associate English words with tangible concepts, improving vocabulary retention. At the same time, auditory

resources such as repetitive English songs enhanced pronunciation and listening comprehension by providing consistent, rhythmic exposure to language. The use of digital media in early English instruction promotes better vocabulary development and comprehension, especially when combined with visual interaction. Furthermore, students with strong auditory preferences responded positively to song-based instruction, showing increased motivation and confidence during speaking activities. The combined use of visual and auditory strategies in this program proved instrumental in making language acquisition more accessible, inclusive, and engaging for all learners.

Discussion

Through interactive learning methods, such as language games and conversations, students have become more confident in using English in their daily lives (Angelica & Afriani, 2024; Indrawati & Fajar, 2023). They showed improvement in pronunciation, basic vocabulary comprehension, and simple sentence structure. One of the main objectives of this program is to build students confidence in speaking English. The use of contextual dialogues and repeated exposure through interaction helps students develop speaking fluency and reduce their fear of making mistakes. As shown by Hidayat & Maulina (2022), the use of role play in Elementary English instruction significantly contributes to the improvement of speaking confidence by simulating real world scenarios in a safe classroom environment. In this program, the student willingness to speak English both in structured and informal situations demonstrated the effectiveness of creating a learning environment that prioritizes participation, collaboration, and expression over perfection.

Throughout the BBI program, students exhibited significant improvement in their vocabulary mastery and pronunciation accuracy. Activities such as vocabulary flashcards, matching games, and singing songs about body parts made new words easier to recognize, pronounce, and remember. Strategies not only introduced vocabulary in a meaningful context but also reinforced word recognition through repetition and multi-sensory engagement. This outcome supports previous research highlighting the effectiveness of visual and auditory tools in teaching English to young learners. According to Nurfadilah & Ramadhani (2022), integrating English songs into vocabulary instruction helps increase students' retention while enhancing their listening and pronunciation skills. Songs also create a stress-free environment where students feel more confident mimicking sounds and sentence patterns.

Furthermore, the use of visual media such as illustrated vocabulary cards has been found to strengthen word-picture associations, which are especially effective for concrete nouns commonly introduced at the elementary level. Putri & Lestari (2022) emphasize that such media not only aids in vocabulary acquisition but also supports learners with limited reading skills by providing direct visual cues linked to language. Overall, the program's approach to

combining song, images, and repetition proved to be a highly effective way of improving both vocabulary knowledge and pronunciation among primary students.

The use of songs and visual tools, such as picture cards, made vocabulary easier to understand and more enjoyable to practice (Putri & Lestari, 2022; Asnadi et al., 2023). Moreover, structured mentoring and teacher facilitation played a vital role in ensuring students participation remained high throughout the program (Putra & Wijaya, 2023). Although the majority of students followed the lessons well, some struggled with grammar components, particularly verb-ing usage. The repetition of grammar exercises and structured support helped them gradually understand the material better, confirming the need for individualized grammar instruction in early education (Fauziah & Widyastuti, 2023; Ummah et al., 2023).

Learning English through motion-based activities and visuals, such as miming actions or matching images, helped them understand new words more quickly and made the lessons feel more like play than study (Sari & Kurniawan, 2022; Ummah et al., 2023; Wibowo & Arumsari, 2024). Moreover, the integration of technology-based tools, including Android-supported applications and audio-visual materials, contributed to improved vocabulary mastery and listening comprehension (Wibowo & Arumsari, 2024; Nurfadilah & Ramadhani, 2022). Nurfadilah & Ramadhani (2022) also found that integrating children's songs into English lessons creates a relaxed and enjoyable atmosphere, which encourages students to participate more freely and internalize new language structures more effectively.

While most students responded positively to the interactive approach, grammar comprehension, especially regarding the use of "verb-ing", proved to be a notable challenge. Some students required multiple repetitions and direct mentoring to fully grasp the rules and apply them accurately in spoken and written tasks. Despite this, with structured support and group guidance, students gradually developed an understanding of the targeted grammar.

This finding is consistent with previous studies highlighting the need for differentiated instruction in grammar, particularly for young learners who are still developing their foundational language awareness. According to Ningsih & Hidayat (2022), the use of digital learning tools can support grammar instruction by providing visual and interactive models of language use, which help simplify abstract concepts and increase learner understanding. Moreover, consistent teacher facilitation and the use of visual examples during group learning sessions played a vital role in reinforcing grammar points. Rather than using rule memorization, the program emphasized grammar through contextualized usage, integrated into songs, stories, and practice tasks. The experience confirms that grammar instruction at the elementary level should be scaffolded and supported by visual, auditory, and interactive methods to be fully effective.

The effectiveness of game-based learning methods has been proven to increase student interest and motivation in learning English. Activities such as “fill in the blank,” “spelling,” educational songs, and basic grammar exercises make the learning process more interesting and less boring. Students can understand the material better than with conventional learning methods. This program’s outcomes confirm that students learn more effectively when they are emotionally and socially engaged. Language games and storytelling did not merely serve as entertainment but also functioned as strategic tools for practicing vocabulary, pronunciation, and grammar in meaningful contexts. These findings resonate with previous research on interactive storytelling, which improves student comprehension and emotional connection to language learning (Indrawati & Fajar, 2023).

Moreover, the implementation of role play as a core method has proven beneficial in helping students overcome their speaking anxiety and build confidence through repeated, structured interaction (Hidayat & Maulina, 2022). Students learned how to express themselves naturally and contextualize language in real-life scenarios, aligning with studies that advocate experiential learning as a language acquisition approach. The structured use of visual aids and guided group work further allowed students to develop autonomy and collaborative learning habits. Digital tools also played a crucial role in simplifying grammar instruction and making abstract concepts more concrete, especially for young learners with limited exposure to formal grammar (Ningsih & Hidayat, 2022). Mentors and facilitators maintained student enthusiasm by adjusting teaching methods to their learning styles and emotional needs. This adaptive teaching is essential in primary education, especially for students in early stages of second language acquisition (Widodo & Wahyuni, 2023). The active involvement of parents during home-based follow up and community driven programs also enhanced the sustainability of English learning habits, even outside the classroom setting (Rahayu & Lestari, 2022).

The fact that each person has a different learning style. This needs to be taken into consideration to make students enjoy and feel comfortable learning English (Arifin & Pratiwi, 2024). English language learning development methods are needed to achieve more effective learning strategies, according to the findings of Dewi & Gunawan (2023). The use of worksheets packaged with English Fun can be one solution for developing the English skills of elementary school students. Research conducted by (Muhammad et al., 2024) using the Project-Based Learning method at SD Tamalanrea 1 was successfully implemented as an effective learning method to contribute significantly to improving practical and theoretical understanding as an effort to enhance student English skill. This study highlights an increase in student motivation and more active engagement in classroom based English learning. These outcomes emphasize the importance of developing interactive and student-centered teaching methods not only within individual schools but also as a broader

instructional standard. In the long term, integrating such methods into local educational policies or school curriculum may serve as a strategic step to enhance the overall quality of English language education at the elementary level across various regions.

CONCLUSION

English Language Learning (BBI) program implemented through community service activities at SD Negeri Made 1 Surabaya showed a significant positive impact on improving the English language skills of fourth grade students, especially in self-confidence, conversational comprehension, basic vocabulary, and core grammar. Interactive and fun learning methods were well received by students and teachers, increasing student interest and participation. However, this study was limited to one school with a small sample and short duration, so the findings cannot be generalized widely. Further research is recommended to involve more schools and a longer period of time to examine the sustainability and adaptability of this learning strategy. In addition, the development of teacher-friendly independent learning modules with structured materials and practical teaching steps is recommended to support the continuity of basic English learning in various educational contexts.

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