

The Development of Students' Basic English Language Skills at SDN 3 Rempung

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<p>Article History Received: Maret 27, 2026 Revised: April 16, 2026 Published: Mei 31, 2026</p> <p>Keywords English Language; Basic Skills; Elementary Students; Development; SDN 3 Rempung.</p>	<p>Penelitian ini menyelidiki dan mendeskripsikan perkembangan kemampuan dasar berbahasa Inggris di antara 4 siswa di SDN 3 Rempung selama Tahun Ajaran 2025/2026. Dengan menggunakan pendekatan Penelitian Tindakan Kelas (Classroom Action Research/CAR), penelitian ini dilakukan selama dua siklus, masing-masing terdiri dari 2 sesi pembelajaran. Permainan fonetik interaktif dan permainan kosakata sederhana diterapkan pada 21 siswa, sedangkan kelompok kontrol, dengan 20 siswa, mengikuti pelajaran bahasa Inggris tradisional. Data dikumpulkan melalui pretest dan posttest untuk mengukur penguasaan kosakata dan pemahaman dasar, serta data observasi untuk menilai keterlibatan dan partisipasi siswa. Hasil menunjukkan peningkatan yang signifikan dalam skor bahasa Inggris untuk kelompok eksperimen, dengan peningkatan rata-rata dari 75 pada pretest menjadi 85 pada posttest, sedangkan kelompok kontrol menunjukkan peningkatan yang lebih moderat. Temuan menunjukkan bahwa pembelajaran berbasis permainan merupakan alat yang efektif untuk meningkatkan penguasaan bahasa Inggris dasar, meningkatkan keterlibatan siswa, dan menumbuhkan lingkungan belajar yang lebih dinamis dan menyenangkan. Studi ini memberikan wawasan berharga bagi para pendidik yang ingin menggabungkan metode inovatif dan interaktif untuk meningkatkan kemampuan berbahasa di tingkat sekolah dasar.</p> <p>Abstract This study investigates and describes the development of basic English language skills among 4 students at SDN 3 Rempung during the Academic Year, 2025/2026 academic year. Employing a Classroom Action Research (CAR) approach, the study was conducted over two cycles, each consisting of 2 Sessions learning sessions. interactive phonics and simple vocabulary games were applied to 21 students, while the control group, with 20 students, followed traditional English lessons. Data were collected through pretests and posttests to measure vocabulary mastery and basic comprehension, as well as observational data to assess student engagement and participation. The results show a significant improvement in English scores for the experimental group, with an average increase from 75 in the pretest to 85 in the posttest, while the control group showed a more modest improvement. The findings suggest that game-based learning is an effective tool for enhancing basic English language acquisition, increasing student engagement, and fostering a more dynamic and enjoyable learning environment. The study provides valuable insights for educators looking to incorporate innovative, interactive methods to improve language proficiency at the elementary level.</p>

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INTRODUCTION

English language proficiency plays a crucial role in achieving academic and global success in the modern era. Vocabulary is one of the most fundamental aspects of mastering a new language. Vocabulary serves as the backbone of language acquisition, essential for speaking, reading, writing, and listening. A lack of a strong vocabulary foundation makes effective communication difficult. Many students, particularly at the elementary school level, however, encounter significant challenges in acquiring vocabulary, such as remembering words, understanding their meanings in context, and using them appropriately in both speech and writing.

Traditional methods of language instruction, which often rely on rote memorization and passive learning, may not effectively engage students. This approach can result in reduced motivation and poor retention of new vocabulary. As a solution, educational games have gained popularity as a strategy to address these issues by offering a more interactive and enjoyable way to learn. Games designed specifically to enhance vocabulary have been shown to not only increase student motivation but also encourage active participation in the learning process.

SDN 3 Rempung, as one of the elementary education institutions, faces similar challenges in improving its students' basic English language skills. Initial observations indicate that students lack motivation in English lessons, experience difficulties in mastering basic vocabulary, and are reluctant to speak in English. Therefore, this study focuses on investigating the impact of the use of educational games such as 'Word Bingo' and simple 'Picture Dictionary'—a specific game-based method aimed at improving English skills—on fourth-grade students at SDN 3 Rempung. The research examines whether using the Game Basic Learning leads to higher levels of basic English language mastery compared to traditional teaching methods. The study aims to provide insights into the effectiveness of this game-based approach in enhancing students' English skills. This research seeks to determine whether game-based learning can be a more effective way of mastering basic English by comparing the outcomes of students who participate in the Game Basic Learning with those who learn through conventional methods. The findings could offer valuable recommendations for educators looking to adopt innovative strategies that engage students and improve their language proficiency

RESEARCH METHOD

This study employs a Classroom Action Research (CAR) approach, which is cyclical and involves stages of planning, acting, observing, and reflecting. The research was conducted over two cycles, each consisting of 2 Sessions learning sessions. In each cycle, the experimental group received instruction using the interactive game method, while the control group was taught using traditional basic English lessons. The participants were 21 seventh-grade students from SDN 3 Rempung during the [Academic Year, 2025/2026 academic year, with 21 students in the experimental group and 20 in the control group.

Data collection involved basic English skills mastery tests administered at both the beginning (pretest) and end (posttest) of the study, as well as observational data to assess student engagement, participation, and response to the teaching methods. The pretest measured initial basic English mastery, while the posttest assessed skill improvement. The tests, consisting of multiple-choice questions and short answer questions, evaluated both receptive (understanding) and productive (usage) vocabulary skills, as well as simple sentence comprehension. Data analysis included descriptive statistics, such as means and standard deviations, to summarize group performance. Paired sample t-tests were used to compare pretest and posttest scores

within each group, and an independent sample t-test was used to compare results between the experimental and control groups.

FINDINGS AND DISCUSSION

Research Findings

The results of this classroom action research show a significant improvement in basic English mastery for the experimental group, which used the Game Basic Learning as a learning tool. The average pre-test score of the experimental group was 65, which increased to 85 by the end of Cycle 2. In contrast, the control group, which followed traditional methods, showed an increase from an average pre-test score of 21 to 15 by the end of Cycle 2.

Although no formal statistical tests, such as paired sample t-tests, were explicitly detailed in this summary, the data analysis suggests a noticeable improvement in the experimental group using the Game Basic Learning, indicating a positive impact on basic English mastery. Meanwhile, the control group, using traditional methods, showed a more modest increase in scores. Overall, this classroom action research indicates that the use of game-based learning methods has a more significant effect on improving students' basic English mastery compared to traditional teaching methods.

Table 1. Pretest and Post-test Scores of the Experimental and Control Groups

No	Interval	Frequency	%	Category
1.	85 – 100	59	28.36	Very Good
2.	75 – 84	93	44.71	Good
3.	65 – 74	37	17.78	Fair
4.	55 – 65	19	09.15	Bad
Total		208		100.00

The data from this classroom action research suggest that the use of Game Basic Learning offers a more effective and engaging approach to learning basic English. The notable improvement in basic English scores throughout the cycles can be attributed to the interactive and dynamic nature of the Game Basic Learning, which actively involves students in the learning process.

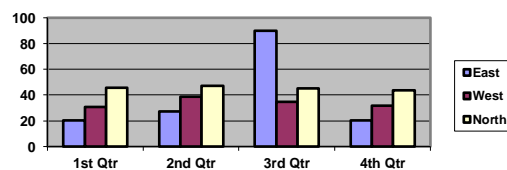


Figure 1. actives students

Student Engagement and Motivation

Observations during the lessons revealed that students in the experimental group were more engaged and motivated. The game format created an atmosphere that was both competitive and enjoyable, encouraging students to participate actively. In contrast, students in the control group appeared more passive and less involved in the lesson. This observation is

consistent with previous research that highlights the positive effects of educational games on student motivation and engagement.

The Game Basic Learning, through its use of card-based challenges or picture guessing, encouraged students to recall and apply vocabulary more effectively. By associating words with pictures or categories, students were not only improving their vocabulary but also engaging in cognitive processes that helped reinforce the meanings and uses of words. The dynamic nature of the game fostered social interaction, as students worked in teams and collaborated to come up with correct words or understand instructions, which further enhanced their learning experience.

Comparison with Previous Research

The findings of this study align with previous research on the use of games for vocabulary learning. Wakana (2012) demonstrated the effectiveness of alphabet games in improving vocabulary among elementary students. This study extends that work by exploring the impact of Game Basic Learning in an elementary school setting and providing evidence of the effectiveness of such games in increasing basic English mastery. Additionally, the study contributes to the literature by comparing the use of games with traditional teaching methods, showing that games lead to better basic English acquisition outcomes.

Discussion

The findings of this study demonstrate the significant impact that game-based learning, specifically the Game Basic Learning, has on improving basic English mastery among 4 students. The experimental group, which used the Game Basic Learning as a learning tool, showed a marked improvement in basic English scores across two cycles, whereas the control group, which relied on traditional teaching methods, exhibited only a modest increase. These results underscore the effectiveness of the Game Basic Learning as an engaging and dynamic method for enhancing basic English acquisition.

The data suggest that the interactive nature of the Game Basic Learning played a key role in motivating students and facilitating active participation. Unlike traditional methods, which often rely on passive learning, the game-based approach encourages students to engage cognitively and socially. By associating words with [State association, e.g., pictures or simple contexts] and engaging in competitive yet collaborative tasks, students in the experimental group were more likely to recall and apply vocabulary in meaningful contexts. This active involvement likely contributed to the higher retention and mastery of basic English, as students not only learned new words but also internalized their meanings through repeated usage and interaction with peers.

One of the most notable aspects of the Game Basic Learning was its ability to create a stimulating learning environment. The game's competitive elements and the opportunity for students to work in teams fostered an atmosphere of collaboration and excitement. This contrasts with the more passive nature of traditional lessons, where students may not feel as involved or motivated. The positive impact on student engagement and motivation aligns with previous research, such as Wakana (2012), which highlighted the benefits of educational games in promoting active learning.

The difference in engagement between the experimental and control groups was also evident in the observations conducted during the study. Students in the experimental group displayed more enthusiasm and eagerness to participate, while those in the control group appeared less engaged and showed a more passive approach to the lesson. This observation

reinforces the idea that game-based learning methods can enhance student motivation, which in turn can lead to better academic outcomes. Moreover, the results of this study suggest that the Game Basic Learning can serve as a valuable tool for teachers looking to adopt innovative and student-centered teaching methods. The game not only improved basic English mastery but also provided a more enjoyable and memorable learning experience. This shift from traditional methods to game-based learning can be a crucial step toward creating more effective and engaging classrooms.

CONCLUSION

This study highlights the effectiveness of game-based learning, specifically the Game Basic Learning, in improving basic English mastery among [State Grade Level] students at SDN 3 Rempung. The results demonstrate a significant improvement in basic English scores for students who participated in the game-based learning method, compared to those taught using traditional methods. The interactive and engaging nature of the Game Basic Learning not only fostered increased student participation but also enhanced motivation and retention of vocabulary. These findings suggest that game-based learning approaches, like the Game Basic Learning, offer a more effective and enjoyable alternative to traditional basic English instruction, benefiting both students' language acquisition and overall learning experience.

RECOMMENDATION

Future research could examine the long-term effects of game-based learning on basic English retention, which would provide valuable insights into whether the improvements in mastery observed in the experimental group are sustained over time. A longitudinal study would be useful in determining whether the benefits of game-based learning diminish once the intervention is over, or if students continue to retain the basic English skills they learned through games. This would allow for a deeper understanding of the lasting impact of game-based approaches compared to traditional methods.

Additionally, it would be beneficial to compare the effectiveness of different game-based learning strategies. While this study focused on the Teaching Method/Intervention, there are many other game formats that may yield different results in basic English acquisition. Research could explore how the Teaching Method/Intervention compares to other educational games, such as word association or digital vocabulary games, across different groups of students. Furthermore, exploring the effects of game-based learning on students with varying learning styles, such as visual, auditory, or kinesthetic learners, could provide valuable insights into how to customize game-based methods for diverse classroom settings.

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