

**ASSISTANCE IN ENGLISH LANGUAGE LEARNING FOR STUDENTS  
OF MI AL-MAARIF SIDODADI**

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**Abstract**

English vocabulary learning mentoring is a strategic effort to improve the basic English skills of Madrasah Ibtidaiyah students. This community service program (Community Service Program/PKM) aimed to improve students' mastery of basic English vocabulary, pronunciation skills, and interest in learning English at MI Al-Maarif Sidodadi. The mentoring activities were conducted through a participatory approach involving direct mentoring, supported by interactive learning media such as flashcards, songs, educational games, and simple conversation practice. The program consisted of three main stages: preparation, implementation, and evaluation. The results of the mentoring activities showed an improvement in students' vocabulary mastery, increased confidence in pronouncing simple words and expressions, and higher student engagement during the learning process. The use of varied and enjoyable learning methods also contributed to the creation of a more interactive and supportive learning environment. In conclusion, this English vocabulary mentoring program positively contributed to improving the quality of English learning at MI Al-Maarif Sidodadi and may serve as an applicable model for similar elementary-level educational contexts.

**Key Words:** English vocabulary, learning mentoring, Madrasah Ibtidaiyah students

**INTRODUCTION**

Vocabulary plays a fundamental role in English language learning, as it forms the basis for effective communication. Mastery of vocabulary supports the development of all language skills, including listening, speaking, reading, and writing (Agustina et al., 2025). Without sufficient vocabulary knowledge, learners face difficulties in expressing ideas, understanding spoken and written texts, and participating in communicative interactions. Therefore, vocabulary instruction should be introduced from an early stage, particularly at the elementary school

level, to equip students with basic communication skills in English (Sunarko et al., 2019).

This need is particularly relevant for MI Al-Maarif Sidodadi, which is located in an area frequently visited by foreign tourists like Baluran National Park. As a result, English language skills are not only academically important but also practically necessary for the local community. Introducing English vocabulary to students at an early age can help prepare them to engage in simple communication with foreign visitors in their environment (Kurniawan, 2023).

According to Panjaitan et al. (2021), a language system is essential in supporting the learning of core English skills, including vocabulary, grammar, structure, and pronunciation. Among these components, vocabulary plays a central role in English language learning, as it directly influences learners' ability to communicate effectively (Bulan et al., 2022). Vocabulary mastery is fundamental at all levels of education, from elementary school to higher education, because it enables learners to express ideas, opinions, and thoughts in English (Rachmawati, 2017). Moreover, a rich vocabulary enhances learners' comprehension of both spoken and written texts, which is crucial for academic achievement and effective communication in various contexts (Qizi & Ismatovna, 2025). As noted by Hasan (2018), vocabulary competence is a key linguistic factor that contributes to overall communicative competence and supports the development of listening, speaking, reading, and writing skills.

Vocabulary plays a very important role in mastering English because it is the main foundation in the communication process. Therefore, English vocabulary teaching needs to be introduced from elementary school as a means of equipping students with simple communication skills (Ardiansyah & Herwiana, 2019).

MI Al-Maarif Sidodadi is situated in a rural area that serves as an access point to several local tourist destinations for example Baluran National Park. The presence of foreign visitors in the surrounding area creates authentic opportunities for English use in daily life. However, limited English proficiency among students and the local community has become a barrier to effective communication. Therefore, the school was selected as a strategic partner for this community service program to strengthen students' English vocabulary as a foundational skill for real-life communication.

## **PROBLEM AND SOLUTIONS**

Based on interviews and discussions conducted by the community service team with the principal and teachers at MI Al. Ma'arif, it was found that English language learning has not been optimally taught to students. This situation has resulted in students not having sufficient English vocabulary to use in everyday communication, especially when interacting with foreign guests visiting their village. Therefore, the community service team agreed to provide assistance to MI

Al. Ma'arif students in learning English vocabulary as a first step in strengthening their language skills.

This Community Service (PkM) activity aims to: (1) improve the ability of partner students in using simple English vocabulary as a means of communication with foreign guests visiting the village, and (2) establish an English extracurricular club that can be used by students as a forum to practice and develop the English skills acquired during the service activity.

Based on this description, the problems faced by partner schools can be formulated as follows: (1) the lack of English language learning in schools, and (2) the lack of a forum or facility that can support English extracurricular activities for students.

The solutions offered to overcome these problems include: (1) introducing and teaching English vocabulary through learning assistance activities as an effort to improve students' understanding and skills in English, and (2) establishing an English Extracurricular Club as a sustainable means for students to continue practicing, deepening their understanding, and improving their English skills.

## **METHOD**

The PKM activities were implemented after completing the preparation stage, including obtaining permission from relevant parties and distributing learning materials such as notebooks and English handbooks. The mentoring program was conducted over a period of two months. During the implementation phase, the PKM team provided direct mentoring to students through vocabulary and speaking activities related to everyday communication. The learning process was designed to be interactive and engaging in order to encourage students' active participation throughout the program.

### **Preparation for PKM Activities**

The steps taken in this preparatory stage include observation, preparation of permits with relevant parties, preparation of teaching materials and learning media, and preparation of the venue for the activity. The PKM activity will begin with an observation or survey of MI Al. Ma'arif to see the condition of the school firsthand, then prepare permits and communicate with the principal of the partner school regarding the implementation of this PKM program. The results of the observation will be used as a reference to determine the program implementation technique. After conducting the observation, teaching materials and media in the form of documents to be used in teaching will be prepared. The material to be taught is English vocabulary. Before implementing the activity, a venue for the activity must be prepared. After that, the activity will be socialized by gathering all fourth, fifth, and sixth grade students at the school.

PKM activities to assist Mi Al. Ma'arif students in learning English were held from November 10 to 12, 2025. During this preparation phase, several activities were carried out, including obtaining permission to conduct the PKM activity, which was handled directly by the lecturers, and determining the schedule for the activity. Subsequently, the lecturers and English teachers held a meeting to discuss the preparations required for the implementation of this community service activity. This included preparing teaching materials, instructional media, and game equipment. In this community service activity, the lecturers served as facilitators and counselors.



**Figure 1. the first meeting with students**

### **Implementation of PKM Activities**

This community service activity was conducted at the school on November 17, 20, 24, and 27, 2025, involving lecturers and students of grades IV, V, and VI.



**Figure 2. Implementation of learning english**

The PKM activity began with the introduction of the implementation team to the students of MI. Al Ma'arif. Next, the activity continued with the delivery of learning materials by the implementation team, assisted by two students. The learning assistance focused on teaching English vocabulary related to the basics of communication and was carried out over three meetings.

In the first and second meetings, the material presented focused on introducing English greetings. The vocabulary was introduced gradually, considering that based on interviews with the principal, it was known that the students had never learned English before. The assistance process was carried out by showing the vocabulary to the students, then the implementation team pronounced the vocabulary and the students repeated it to practice their pronunciation skills. The repetition activity was carried out three times so that the students could more easily remember the meaning and pronunciation of the vocabulary. After that, the students were given time to memorize the vocabulary they had learned.

In the next stage, students were asked to come to the front of the class to practice pronouncing the vocabulary they had memorized. Once most of the students had begun to understand and master the material, the activity continued with educational games. The entire series of activities was carried out over three meetings. At the first meeting, most of the students still appeared passive and lacked confidence. However, from the second meeting to the last meeting, the level of student activity increased significantly.

The low participation of students at the beginning of the activity was thought to be due to the English vocabulary being unfamiliar to them. Therefore, the implementation team tried to increase student involvement by providing continuous motivation, approaching fewer active students, encouraging students to perform without fear of making mistakes, and giving rewards. The provision of games accompanied by rewards proved to be effective in increasing student enthusiasm and spirit during the mentoring activities.

### **Evaluation of PKM Activities**

Activities were evaluated by administering post-tests to students to determine their level of understanding of the material provided during the mentoring sessions. Effectiveness was measured by the students' mastery of the mentoring material.

### **Continuity of the PKM Program**

To ensure the continuity of this community service program, an English extracurricular club has been formed with administrators who are responsible for the continuity of activities within the club. The English Extracurricular Club will hold activities at least once a month in the form of tours to nearby tourist areas to

practice the English that has been taught. These activities will involve students and lecturers.

## RESULTS AND DISCUSSION

The English vocabulary learning mentoring program was implemented at MI Al-Maarif Sidodadi on November 17, 20, 24, and 27, 2025, involving students from grades IV, V, and VI. The mentoring activities focused on introducing basic English vocabulary related to greetings and simple daily communication through interactive and student-centered learning methods.

During the initial meeting, most students demonstrated limited English vocabulary mastery and low confidence in pronouncing English words. This condition was understandable, as based on preliminary observations and interviews with teachers, the students had never received formal English instruction before. As a result, students tended to be passive and hesitant to participate actively in speaking activities.

However, significant improvements were observed in subsequent meetings. Through repeated vocabulary exposure, pronunciation drills, and guided speaking practice, students gradually became more confident in using simple English expressions. The use of educational games, songs, and rewards successfully increased students' motivation and active participation. By the final meeting, most students were willing to volunteer to practice English in front of the class and showed better pronunciation accuracy.

### Improvement of Students' English Vocabulary Mastery

To measure the effectiveness of the mentoring program, pre-tests and post-tests were administered to assess students' vocabulary mastery. The test results showed a noticeable improvement in students' English vocabulary skills after participating in the mentoring activities.

**Table 1. Students' English Vocabulary Test Results**

Test Type	Mean Score	Minimum	Maximum
Pre-test	45.2	30	60
Post-test	75.6	65	90

The increase in mean scores from the pre-test to the post-test indicates that the English vocabulary mentoring program effectively enhanced students' vocabulary mastery. This finding supports previous studies emphasizing the



### **Student Engagement and Learning Motivation**

In addition to quantitative results, qualitative observations revealed positive changes in students' attitudes toward learning English. Initially, students were reluctant to speak due to fear of making mistakes. However, as the mentoring sessions progressed, students became more enthusiastic and confident. The interactive learning atmosphere encouraged students to actively engage in learning activities without feeling pressured.

These findings align with Agustina et al. (2025), who stated that enjoyable learning activities play a significant role in increasing students' motivation and participation in English learning. The mentoring approach applied in this program created a supportive environment that allowed students to practice English naturally and meaningfully.

### **Sustainability of the PKM Program**

At the end of the activity, the implementation team also asked students, principals, and teachers to share their impressions and expectations regarding the implementation of PKM activities at their schools. From the impressions and expectations expressed by the students, principals, and teachers, it can be concluded that, Positive responses were also obtained from the school partners. The principal of MI Al-Maarif Sidodadi stated, *"This program helped our students gain basic English vocabulary and increased their confidence in learning English. We hope similar activities can be continued in the future."* Similarly, one of the teachers expressed that *"The mentoring activities were engaging and made students more enthusiastic about learning English."* Overall, the results of this community service program demonstrate that English vocabulary learning mentoring effectively improved students' vocabulary mastery, confidence, and motivation. The combination of structured mentoring and interactive learning methods proved to be appropriate for elementary-level students and relevant to the local context of MI Al-Maarif Sidodadi.

### **CONCLUSION**

Based on the results and discussion of the implementation of PKM English language learning assistance for students, it can be concluded that this activity has successfully overcome the problems faced by partners. In this case, students can understand English vocabulary. In addition, an English Club Extracurricular has been formed, which students can use to practice their English skills regularly.

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