



EFFECTIVE STRATEGIES FOR DEVELOPING ENGLISH LANGUAGE SKILLS IN ELEMENTARY SCHOOL STUDENTS

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Abstract

Penelitian ini bertujuan untuk mendeskripsikan tingkat kemahiran bahasa Inggris siswa kelas atas di SD Terpadu Muhammadiyah 36 Medan dan merumuskan strategi pembelajaran yang sesuai dengan kebutuhan perkembangan linguistik mereka. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data meliputi wawancara dan dokumentasi. Hasil penelitian menunjukkan bahwa kemahiran bahasa Inggris siswa masih berada pada tingkat dasar, dengan masalah utama meliputi penguasaan kosakata, ketepatan pengucapan, dan pemahaman struktur kalimat sederhana. Faktor penghambat yang diidentifikasi meliputi paparan bahasa yang rendah di lingkungan keluarga dan dukungan orang tua yang minim terhadap aktivitas belajar. Berdasarkan temuan ini, strategi pembelajaran inovatif dirumuskan melalui penerapan metode Total Physical Response (TPR), penggunaan media digital sederhana, penyederhanaan masukan linguistik, dan penguatan motivasi belajar melalui teknik penguatan positif. Implementasi strategi-strategi ini diproyeksikan dapat meningkatkan kualitas interaksi pembelajaran, partisipasi siswa, dan pencapaian kompetensi bahasa Inggris di tingkat sekolah dasar.

Kata kunci: Media Pembelajaran, Pembelajaran Bahasa Inggris, Strategi Pembelajaran

Abstract

This study aims to describe the English proficiency level of upper-grade students at SD Terpadu Muhammadiyah 36 Medan and formulate learning strategies relevant to their linguistic development needs. The research used a descriptive qualitative approach with data collection techniques including interviews and documentation. The results show that the students' proficiency is still at an elementary level, with the main problems being vocabulary mastery, pronunciation accuracy, and understanding of simple sentence structures. The identified inhibiting factors include low exposure to language in the family environment and minimal parental support for learning activities. Based on these findings, innovative learning strategies were formulated through the application of the Total Physical Response (TPR) method, the use of simple digital media, the simplification of linguistic input, and the strengthening of learning motivation through positive reinforcement techniques. The implementation of these strategies is projected to improve the quality of learning interactions, student participation, and English language competency achievement at the elementary school level.

Keywords: Learning Media, English Language Learning, Learning Strategies



INTRODUCTION

English language learning in elementary schools is a strategic foundation for preparing students for the increasingly complex demands of globalization and the 21st century. Using English from an early age fosters the development of children's critical thinking, cognitive skills, and metalinguistics. It also helps them communicate better (Huang, 2021). However, English language learning in Indonesian elementary schools still faces a number of challenges that require comprehensive attention from various educational stakeholders.

Initial research at Muhammadiyah Integrated Elementary School 36 Medan showed that students faced significant challenges in mastering basic English. The main challenges identified were an inability to understand simple sentence structures, a lack of basic English knowledge, a very limited vocabulary, and pronunciation difficulties. This situation was exacerbated by the fact that students were never exposed to English at home or in their communities. Consequently, their only means of interacting with English was through learning at school, albeit for a very limited period. Furthermore, Widodo et al. (2022) found similar results. They found that English learning in elementary schools in Indonesia still faces systemic challenges related to teachers' pedagogical skills, a sufficient number of learning resources, and a lack of learning technology support to meet students' needs.

From a pedagogical and psychological perspective, learning challenges encompass affective and motivational aspects, not just speaking ability, which are crucial for successful language learning. Many students experience foreign language anxiety, also known as foreign language phobia, characterized by a lack of self-confidence, a fear of making mistakes, and a reluctance to communicate in English (Gkonou et al., 2020). In their Self-Determination Theory (2020), Ryan and Deci emphasize that effective learning requires three basic psychological needs: competence, autonomy, and relatedness. These are often not met when students learn English in elementary school. Furthermore, learning infrastructure and resources are limited, and the use of audio-visual media, learning technology, and interactive tools remains very low. However, recent research shows that the use of digital technology and interactive media can increase student engagement, intrinsic motivation, and self-directed learning abilities (Cerezo et al., 2024; Zou et al., 2023). Conversely, Ajiza and Rahman (2023) emphasize that physical movement-based learning approaches, such as Total Physical Response (TPR), are highly effective for children in elementary school. This is because this approach is in line with the characteristics of children's cognitive development and concrete and experiential learning needs.

Broad, innovative, and practical learning strategies are needed to address the complexity of these issues. Given limited learning time, limited facilities, and a lack of environmental support, these strategies must be able to address these issues. Current learning theories and evidence-based learning should be used as the basis for determining learning approaches (Pinter, 2021). According to Li et al. (2025), language simplification should be tailored to students' abilities to improve comprehension and reduce cognitive overload. Similarly, Imanuel and Nugroho (2025) demonstrated that a positive reinforcement approach can boost students' confidence and increase their desire to speak English.

The purpose of this study was to identify the English language proficiency level of senior high school students at Muhammadiyah 36 Integrated Elementary School Medan and to create a



comprehensive, practical, and measurable English language learning strategy. By considering various factors, such as student developmental characteristics, resource limitations, student-centered learning principles, and the need to involve all stakeholders, including teachers, students, schools, and parents, the developed strategy is expected to be used by teachers to develop more effective learning practices (Coo).

RESEARCH METHODS

This study employed a qualitative approach with a descriptive approach. The qualitative approach was chosen to gain an in-depth understanding of students' English proficiency and the factors influencing the learning process in the school environment. Descriptive research was used to systematically and factually describe the characteristics of English learning, the obstacles encountered, and the learning strategies implemented by teachers at Muhammadiyah Integrated Elementary School 36 Medan.

1. This research was conducted at Muhammadiyah Integrated Elementary School 36 Medan, located at Jalan Jermal III No. 10, Denai, Medan Denai District, Medan City, North Sumatra. The study was conducted on November 4, 2025, from 8:30 a.m. to 10:00 a.m. Western Indonesian Time (WIB). The selection of the research location was based on preliminary findings indicating that this school has representative problems related to English learning at the elementary school level.
2. The instruments used in this study included: Interviews The interview guide contained 15 semi-structured questions developed based on the literature review and research objectives.

These questions covered the following aspects:

- a. General condition of students' English proficiency
- b. Main difficulties faced by students in learning
- c. Factors influencing student motivation and interest in learning
- d. Availability of learning facilities and infrastructure
- e. School and parental support for English learning
- f. Learning strategies implemented by teachers
- g. Evaluation of student learning outcomes
- h. Teacher training and competency development
- i. Identification of fundamental problems and solutions

A list of 15 interview questions was used:

1. What is the general condition of students' English language skills at Muhammadiyah 36 Medan Integrated Elementary School?
2. What are the main difficulties students typically experience in learning English?
3. In your opinion, what factors most influence students' low motivation in learning English?
4. Do students have a strong interest in English, or vice versa? Why is this?



5. What are the facilities and infrastructure available for English learning at the school?
6. Is the time allocated for English learning sufficient to achieve basic competency?
7. To what extent do schools and principals support English language instruction at the elementary school level?
8. What role do parents play in helping their children learn English at home?
9. Are there differences in ability between students in lower grades (1-3) and upper grades (4-6)?
10. What strategies do you use to address students who have difficulty understanding vocabulary or sentence structure?
11. How do students respond to the use of English instruction in the classroom?
12. Do teachers experience challenges in using engaging media or learning methods for elementary school students?
13. How is student learning evaluated, and what challenges often arise?
14. Is there any training to improve the competence of English teachers?
15. In your opinion, what are the most fundamental problems in English language learning at this elementary school, and how can they be resolved?

Documentation Tools

1. Mobile phone camera: To take photos of learning activities, classroom facilities, and available learning media.
2. Voice recorder: To record interviews with informants (English teachers).
3. Field notes: To record important points that emerged during the interview and data collection process.

RESULTS AND DISCUSSION

Research Results

Based on interviews and documentation conducted at Muhammadiyah Integrated Elementary School 36 Medan, several explanations were found regarding the English language proficiency of upper-grade students and the factors that influence learning. The results of this study are presented based on several focus issues, namely:

1. General Condition of Students' English Proficiency Interviews with English teachers revealed that students' English proficiency at Muhammadiyah Integrated Elementary School 36 Medan is still at the basic level. According to the teacher, students are just beginning to understand some simple concepts and are not yet accustomed to using English in everyday communication. Their listening and speaking skills are not yet very good, with most students only able to understand simple processes. The teacher stated that when Giving instructions in English, most students require repetition or explanation in Indonesian to understand the teacher's intent. This indicates that students' understanding of English is still lacking. Furthermore, there is a significant difference in ability between lower-grade students (1-3) and upper-grade students (4-6). Upper class students have more understanding and are more daring to speak compared



to lower class students who are still focused on recognizing basic words and how to pronounce them.

2. Primary Counseling in Learning English From the interviews, several major difficulties were identified among students in learning English, namely:
 - a. Lack of Vocabulary Skills The most common problem was a lack of mastery of basic vocabulary. The teacher explained that students had difficulty understanding the meaning of new words and also remembering vocabulary already taught. Many students forgot previous lessons because they lacked opportunities to practice outside of class.
 - b. Fluency in Pronunciation According to the teacher, students experienced significant difficulty pronouncing English words correctly. The differences in pronunciation patterns between English and Indonesian often caused students to mispronounce certain consonants and vowels. The teacher gave examples of students having difficulty hearing sounds like /th/, /r/, /v/, and distinguishing between long and short vowels.
 - c. Lack of Understanding of Simple Sentence Structure The teacher stated that students were unable to understand and use simple sentence structures in English. They tended to translate word for word from Indonesian to English without paying attention to correct grammar, resulting in errors in sentence structure.
 - d. Low Self-Confidence Interview results indicated that many students lacked confidence when asked to speak in English in front of the class. The teacher explained that the fear of making mistakes and the embarrassment of being ridiculed by peers were significant psychological barriers. Students often felt anxious when having to use English, especially in speaking activities
3. Factors Influencing Motivation and Interest in Learning

Interview results revealed several factors that influence students' motivation and interest in learning English:

- a. Minimal Language Exposure in the Family Environment Teachers stated that the main factor affecting students was minimal exposure to English at home and in their surroundings. Students never use English outside of school, so they feel it is foreign and difficult. This situation causes students to only study at school for a limited amount of time.
- b. Lack of Parental Support Interview results indicated that parents' role in supporting their children's English learning is still low. Teachers explained that many parents are unable to help their children study at home because they don't understand English. As a result, students don't have additional time to practice and deepen their learning materials. Some students who are genuinely interested in English are actually hindered by a lack of parental support.
- c. Perception of English as a Difficult Subject According to teachers, students perceive English as difficult because they are unfamiliar with the language. This perception makes students give up easily and lose their enthusiasm for learning. Some students even avoid activities involving English when asked to participate. D. Differences in Individual Interests Teachers revealed that although students' motivation to learn is generally low, there are differences in interests among students. Some students are interested in music,



films, or games in English. However, these interests struggle to develop due to a lack of support from parents and the surrounding environment.

4. Availability of Learning Facilities and Infrastructure.

Interview results indicated that English language learning facilities at the school were inadequate. Teachers stated that although textbooks were readily available, the use of audio-visual media such as LCD, speakers, and instructional videos was still very limited. These media were not always available or difficult to access, resulting in uninteresting and repetitive learning. Lack of learning time was also a major obstacle, according to teachers. With only a few hours of English lessons per week, students did not have sufficient opportunities to practice, especially listening and speaking skills, which require intensive practice. Teachers explained that the school only provided support in the form of textbooks and lesson schedules, but support in the form of teacher training and the provision of learning media still needed improvement. Photographic documentation showed the condition of the library used as the interview location and the availability of English textbooks used in the learning process. The documentation also showed that interactive learning media such as posters, picture cards, and other teaching aids were still limited.

5. Learning Strategies Used by Teachers

Interview results indicate that to help struggling students, teachers employ several learning strategies, including:

- a. Using pictures to facilitate word comprehension
 - b. Playing English songs to practice pronunciation and vocabulary memorization
 - c. Playing language games to make learning more enjoyable
 - d. Using picture cards to recognize words
 - e. Repetition and providing simple example sentences
 - f. Using demonstrations to facilitate understanding
- However, teachers stated that the implementation of these strategies has not been optimal due to several obstacles. Limited facilities, insufficient learning time, and large class sizes are the main obstacles. Teachers also experience difficulty implementing interactive methods in every teaching session due to these obstacles.

6. Evaluation of Student Learning Outcomes

The teacher explained that the evaluation would be conducted through written exams and oral assignments. However, during the evaluation process, especially oral exams, students often felt nervous and lacked confidence. The teacher suggested that the evaluation results did not always reflect students' true abilities due to a lack of practice at home. Students with good potential were unable to demonstrate their full potential due to nervousness and limited opportunities to practice.



7. Teacher Training and Competency Development.

When asked about training that could improve teachers' English teaching skills, teachers stated that specialized training was still limited. The majority of the training they received was general and did not focus specifically on teaching English to elementary school students. Teachers revealed that there were occasional workshops or technical training, but these were infrequent and not sustainable.

8. Problem Identification and Solutions According to Teachers

Teachers revealed that the main problem in English learning in schools was the lack of opportunities for students to be exposed to English regularly. They emphasized the importance of parental support, such as providing additional tutoring or home study assistance. Some solutions that teachers considered possible include:

- a. Increasing the use of English in the teaching and learning process
- b. Providing more engaging and interactive learning media
- c. Involving parents so students can practice English at home
- d. Allowing more time for speaking and listening activities in English

Discussion

1. Analysis of Students' English Language Proficiency: The results of the study indicate that students' English proficiency is still low, in line with the general conditions of English learning in Indonesian elementary schools. This suggests that building a learning environment with broader language exposure is crucial. In the Input Hypothesis theory, Krashen (1982) states that effective language learning requires adequate exposure (input) slightly above the students' current level of ability ($i+1$). One of the main obstacles for students to master English is the lack of exposure to English outside of school. The fact that students in lower and upper grades differ in their abilities indicates that language learning requires consistent time and attention. In second language acquisition, this is in accordance with the principle of cumulative learning, namely the accumulation of learning experiences gradually improves language ability (Ellis, 2015).
2. Analysis of Learning Difficulties and Strategic Solutions:
 - a. Overcoming Vocabulary Limitations: Students face significant difficulties in mastering new vocabulary. Vocabulary is crucial for learning a second language, according to Nation (2001). Without sufficient vocabulary, communication will be ineffective. Teachers should provide more engaging and contextual vocabulary-based activities such as word games, songs, and visual activities to address this issue. The Total Physical Response (TPR) method, proposed by Asher (1969) and supported by research by Ajiza and Rahman (2023), allows students to learn vocabulary through physical movement and direct responses to verbal instructions. As a result, learning becomes more concrete and meaningful for elementary school-aged children, who are at the concrete operational stage of cognitive development (Piaget, 1952).
 - b. Improving Pronunciation: Learning technology and audio-visual media can help students overcome pronunciation difficulties. A study by Cerezo et al. (2024) found that



holographic technology-based applications can improve a person's ability to pronounce basic English vocabulary. The use of simple media such as audio recordings, videos, and smartphone-based language learning applications can be an efficient and inexpensive alternative, although advanced technology may not be available in all schools.

Teachers can utilize freely available resources online, such as YouTube, where pronunciation videos and free language learning apps can be downloaded. English children's songs have also been shown to help children learn pronunciation and make classes more enjoyable.

- b. **Simplifying Sentence Structure:** The principle of sentence simplification, or phrase simplification, can be used to address students' difficulties in understanding sentence structure, according to Li et al. (2025). To reduce cognitive overload, teachers should adapt the language complexity to the students' abilities. Students can gradually learn basic English structures by using simple sentences that have consistent and repetitive patterns. Start with simple phrases before moving on to complete sentences, use the same sentence patterns with a variety of vocabulary, and avoid using complex structures that are developmentally inappropriate.
- c. **Building Student Confidence:** The idea of foreign language anxiety, proposed by Horwitz et al. (1986) and reinforced by research by Gkonou et al. (2020), aligns with the problem of low self-confidence and foreign language anxiety experienced by students. The operant conditioning theory proposed by Skinner (1953) and applied by Imanuel and Nugroho (2025) can be an effective solution to overcome this.

Teachers should praise, reward, and acknowledge every student's English speaking efforts to make them feel valued and motivated to continue. Furthermore, it's crucial to create a safe, enjoyable learning environment free from the fear of making mistakes. Teachers should recognize that mistakes are a natural part of learning and provide opportunities for improvement.

There are many practical approaches you can use, such as:

- a. Giving specific praise for each student's effort, not just the final result.
 - b. Using a simple reward system like stickers or points.
 - c. Avoiding direct correction that can undermine self-confidence.
 - d. Conducting activities in small groups where students feel more comfortable speaking up.
3. **Analysis of Motivational Factors and the Role of the Environment:** Self-Determination Theory (SDT) was proposed by Ryan and Deci (2020) to explain students' lack of learning motivation, which is influenced by language exposure at home and a lack of parental support. This theory emphasizes that students' intrinsic motivation will increase when three basic psychological needs are met:
 - a. **Competence (ability):** Students feel capable of completing learning tasks.
 - b. **Autonomy (independence):** Students feel they have control and choice over their learning process.
 - c. **Relatedness (connectedness):** Students feel connected and supported by their social environment.



These three needs have not been optimally met in English learning at Muhammadiyah 36 Integrated Elementary School, Medan. The difficulties students face cause them to feel incompetent; they lack autonomy because learning is still teacher-centered; and they lack a sense of connection due to a lack of support from their families and communities. To address these issues, teachers, schools, and parents must work together effectively. The parental engagement program proposed by Epstein (2011) can be implemented through simple activities such as:

- 1) Short workshops for parents on how to support children learning English at home.
- 2) Guidelines for simple activities parents can do with their children, such as watching English videos or singing together.
- 3) Regular communication between teachers and parents about their children's learning progress.
- 4) Homework that involves parent-child interaction, even if the parents are not proficient in English. Parents can help their children learn English even if they cannot speak it well. They can do things like:
 - 5) Provide a good time and place for children to learn.
 - 6) Provide rewards and motivation to children.
 - 7) Facilitate their children's access to learning resources such as books and learning apps.
4. Optimizing the Use of Learning Media and Technology: The limitations of learning facilities and media identified in this study pose a significant obstacle to making learning engaging and interactive. However, research conducted by Viberg and Kukulska-Hulme (2021) shows that the use of mobile-based technology can support students' independent learning and provide opportunities for learning outside the classroom. According to research by Zou et al. (2022), the use of digital media in language learning can significantly increase student engagement and intrinsic motivation. Using easily accessible media can be an alternative, even if schools lack advanced technology. Some methods that can be used include:
 - a. Using teacher or student smartphones to watch English learning videos together in class.
 - b. Using free language learning apps such as Duolingo, Google Translate for pronunciation, or YouTube for educational videos.
 - c. Creating simple media based on images and word cards that can be reused repeatedly.
 - d. Creating English children's songs that are easily accessible online.
 - e. Building a simple digital library containing simple English learning materials.

By using creativity, teachers can optimize the use of available media. For example, they can create a collection of downloaded learning videos without relying on an internet connection; use a portable projector or laptop to display visual materials; utilize portable speakers to play recitations or songs; and create their own picture cards using a printer and plain paper.

5. Implementation of Innovative Learning Strategies: Based on the results and analysis above, this study developed a comprehensive and practical innovative learning strategy that can be implemented at Muhammadiyah 36 Medan Integrated Elementary School and other schools with similar conditions:
 - a. Implementation of the Total Physical Response (TPR) Method The TPR method, which emphasizes learning through physical movement and responding to verbal instructions, is



highly suited to the cognitive developmental characteristics of elementary school-aged children. TPR can be implemented in several ways, such as:

- 1) Simon Says activities in English that help students understand instructions.
- 2) Learning action verb vocabulary through body movements, such as jumping, walking, sitting, and standing.
- 3) Classroom instruction in English that involves demonstrations of movement.
- 4) Simple role-playing with movement, such as acting out jobs or daily activities.
- 5) Action songs that combine vocabulary with physical movement.

This method is inexpensive and requires minimal facilities, but is very helpful for students to understand and remember vocabulary.

- b. Use of Simple Digital Media Improving the quality of learning can be achieved by maximizing the use of available technology. Methods that can be used:
 - 1) Watch short English videos together as a class (3-5 minutes) to introduce new themes or vocabulary.
 - 2) Use interactive language learning apps such as Duolingo Kids or Lingokids.
 - 3) Play English children's songs as icebreakers or lesson openers.
 - 4) Make audio recordings of vocabulary pronunciations that students can access through the class WhatsApp group.
 - 5) Use simple animated videos.
- c. Simplifying Linguistic Input Change the principles of language simplification to suit students' ability levels:
 - 1) Use simple sentences with a consistent structure (Subject + Verb + Object). • Provide plenty of repetition in various contexts.
 - 2) Provide visual support for each new vocabulary word or sentence using pictures, photos, or real objects.
 - 3) Gradually build from words to phrases, then to simple sentences.
 - 4) Using body language, expressions, and gestures.
- d. Implementing Positive Reinforcement Build student motivation and confidence by:
 - 1) Giving specific praise for each student's attempt to speak English, such as, "Good job! Your pronunciation is getting better!"
 - 2) Using a simple reward system such as star stickers or points for active participation, which can be collected for small prizes
 - 3) Avoiding direct correction that can lower student confidence
 - 4) Using recasting techniques where the teacher repeats the student's statement differently
- e. Game-Based Learning Games are a fun way to teach:
 - 1) Flashcard games such as memory games or equations.
 - 2) Word bingo for vocabulary recognition and reinforcement.
 - 3) Guessing games such as charades or "What am I?" to practice speaking and guessing skills.
 - 4) Team competitions such as spelling bees or vocabulary races to increase student engagement.
 - 5) Traditional ball games modified to teach English.



Learning becomes more enjoyable and students are calmer because their attention is diverted from evaluation to entertaining activities.

f. Learning Activities Outside the Classroom Expand students' learning space by:

- 1) Assigning simple assignments that involve parents, such as watching an English cartoon together for ten to fifteen minutes and reporting on what they saw.
- 2) Fun, activity-based homework that doesn't rely solely on written exercises, such as creating a vocabulary poster with pictures or recording themselves singing an English song.
- 3) Encouraging students to listen to at least two or three English songs at home.
- 4) Learning Integrated with Everyday Life Contexts Make learning more meaningful by connecting it to students' daily lives:
- 5) Teach vocabulary relevant to students' daily lives (family, food, school, hobbies).
- 6) Use real-life situations as learning contexts, such as role-playing in a store, restaurant, or school.
- 7) Bring real objects into the classroom to teach vocabulary (realia).
- 8) Use students' personal experiences as discussion material.
- 9) Create simple projects such as creating mini-books about their families or hobbies.

6. Pedagogical Implications: The results of this study have several important consequences for how teachers teach English in elementary schools. First, teachers must shift their learning paradigm from one focused on grammar mastery (grammar-centered) to one centered on communication and meaningful experiences (meaningful). At the elementary level, English learning should place greater emphasis on developing receptive skills (listening).

Second, schools must increase their funding for teacher professional development and the provision of learning media. To build teachers' pedagogical competence, specific training on English language learning strategies for elementary school-aged children is crucial. The training should be practical and applicable, not merely theoretical, so that teachers can apply it directly in the classroom.

Third, there needs to be a consistent effort to involve parents in the educational process. Schools can hold workshops or short seminars to inform parents about the importance of their support and about simple things they can do at home to support their children's learning. These workshops do not need to be formal or expensive, and they can be held during parent-teacher meetings, providing simple and practical guidance.

CONCLUSION

Based on the results of research conducted at Muhammadiyah 36 Integrated Elementary School in Medan, several conclusions can be drawn. First, the English language skills of upper-grade students at the school are still at a basic level. They are just beginning to recognize simple words and are not yet accustomed to using English in everyday communication. Students' listening and speaking skills are still limited, with minimal comprehension of English instructions. There is a significant difference in ability between lower-grade and upper-grade students, with upper-grade students possessing greater comprehension and speaking confidence.



Second, the main difficulties students experience in learning English are a lack of vocabulary mastery, difficulty pronouncing words correctly, difficulty understanding simple sentence structures, and low self-confidence when speaking English. Fear of making mistakes and being ridiculed by peers are psychological barriers that impact their learning process.

Third, several factors that influence students' low motivation and interest in learning English include a lack of exposure to English within the family and community, minimal parental support in the learning process, students' perceptions of English as a difficult subject, and parents' inability to help their children practice at home. These conditions force students to rely solely on learning at school, but the time allotted is very limited.

Fourth, the facilities and infrastructure supporting English learning in schools are still inadequate. Although textbooks are available in sufficient quantity, the use of audio-visual aids such as LCDs, speakers, and learning videos is still very limited. Limited study time, limited to only a few hours per week, is also a major obstacle, affecting the intensive practice of language skills, especially listening and speaking.

Fifth, the learning strategies used by teachers include the use of pictures, songs, games, flashcards, repetition, and demonstrations. However, the implementation of these strategies has not been optimal due to limited facilities, limited study time, large student numbers, and a lack of specific training for teachers on English teaching methods for elementary school-aged children.

Sixth, based on the research results and theoretical analysis, a comprehensive, concrete, and measurable innovative learning strategy was created to improve elementary school students' English language skills. This strategy includes the use of the Total Physical Response (TPR) method, accessible digital media, simplified language materials, the application of positive reinforcement, learning through games, out-of-class learning activities involving parents, and learning related to students' daily lives. By implementing this strategy, it is hoped that it will improve the quality of learning interactions, student participation, enthusiasm for learning, self-confidence in communication, and the achievement of English language competency at the elementary school level.

Overall, this research shows that improving the quality of English language learning in elementary schools requires a comprehensive approach, not just focusing on language but also considering psychological, educational, and social aspects. Collaboration between teachers, schools, parents, and students is crucial in creating a comfortable, inclusive, and sustainable learning environment.

SUGGESTION

Based on the research findings, it is recommended that English teachers continue to develop creative and innovative learning methods in line with the development of elementary school students' thinking skills, such as implementing the Total Physical Response (TPR) method, learning through games, and the use of simple digital media. Teachers also need to reinforce understanding as the primary foundation and create a comfortable and supportive learning environment by implementing positive reinforcement techniques. Schools should improve facilities and support learning, allocate specific funds to acquire learning media, and conduct regular training for teachers on how to teach English to elementary school-aged children. Furthermore, schools should consider



increasing study time or integrating English learning into extracurricular activities, and develop programs that involve parents through simple workshops or practical guides accessible online. Parents are expected to be more active in supporting their children in learning English at home, even if they do not have advanced English skills, by providing a comfortable time and space for learning and watching videos with their children. English learning needs to be supported by rewarding children's efforts. The government and the Department of Education should expand and continuously improve teacher competency training, provide curriculum guidance and open materials that are more practical and contextually relevant. Furthermore, a community of English teachers should be formed to enable them to share experiences and practices effectively. For future research, it is recommended to conduct a broader study involving several schools, using an action research approach to implement the determined learning strategies, and directly involving student and parent perspectives to obtain more comprehensive data and stronger triangulation results. Long-term research is also needed to observe the development of students' English skills over a longer period.

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