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Coaching English for Young Learners through Deep Learning at PPA IO-0133 Krammer Hilina'a

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Abstract

English proficiency for Young Learners (EYL) plays a crucial role as a basic foundation for fostering learning motivation. However, preliminary observations at PPA IO-0133 KrammerHilina'a revealed minimal student abilities, with only 17% of students meeting the initial competency targets. This Community Service (PKM) program aims to strengthen basic English skills through a Deep Learning approach. The activities were conducted in seven systematic stages, integrating techniques such as role play, games, imitation, singing, and coaching strategies. The results showed a consistent positive improvement trend in each session, with an overall average competency increase of 65%. In the final evaluation stage, 96% of students successfully achieved the competency set targets, with an average score increase of 55 points. In conclusion, the integration of technology and modern pedagogy is effective in creating a strong, interactive, and sustainable English language foundation for children at PPA IO-0133 Krammer Hilina'a.

Keywords - *deep learning, english for young learners, PPA IO-0133 krammer hilina'a, english training, basic skills*

Abstrak

Kemampuan bahasa Inggris bagi English for Young Learners (EYL) memiliki peran penting sebagai fondasi dasar dalam menumbuhkan motivasi belajar. Namun, hasil observasi awal di PPA IO-0133 Krammer Hilina'a menunjukkan kemampuan siswa masih rendah, dengan hanya 17% siswa yang mencapai target kompetensi awal. Program Pengabdian kepada Masyarakat (PKM) ini bertujuan untuk memperkuat keterampilan dasar bahasa Inggris melalui pendekatan Deep Learning. Kegiatan dilaksanakan dalam tujuh tahap sistematis dengan mengintegrasikan teknik seperti bermain peran, permainan, imitasi, bernyanyi, serta strategi pembinaan (coaching). Hasil kegiatan menunjukkan adanya tren peningkatan positif yang konsisten pada setiap sesi, dengan rata-rata peningkatan kompetensi sebesar 65%. Pada tahap evaluasi akhir, sebanyak 96% siswa berhasil mencapai target kompetensi yang ditetapkan, dengan rata-rata peningkatan nilai sebesar 55 poin. Kesimpulannya, integrasi teknologi dan pedagogi modern terbukti efektif dalam membangun fondasi bahasa Inggris yang kuat, interaktif, dan berkelanjutan bagi anak-anak di PPA IO-0133 Krammer Hilina'a.

Kata Kunci – *deep learning, bahasa inggris untuk anak usia dini, PPA IO-0133 Krammer hilina'a, pelatihan bahasa inggris, keterampilan dasar*

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INTRODUCTION

Early childhood education is highly anticipated, as they should be able to learn through play in a comfortable, enjoyable, and actively engaged environment. However, in English lessons are often considered difficult for students to master due to significant differences between reading and writing styles. This leads to a loss of motivation for many students, which in turn leads to a decline in overall language proficiency. Initial observations at PPA IO-0133 Krammer Hilina'a revealed that many students have the lack basic English skills; many still lack the ability to use simple greetings. This demonstrates a gap between the ideal characteristics of young learners and the reality on the ground.

Teaching English for young learners has the uniques challanges and opportunities that makes different with the adult (Pranata, 2025). It expects the speacial approach to motivate and support the students in learning. The importance of a specific approach in teaching English to children is supported by the views of (Garton & Tekin, 2022), who state that in recent decades, there has been a significant shift in the pedagogy of English for Young Learners (EYL) globally. They emphasize that teaching English to children is no longer merely a transfer of linguistic knowledge; instead, it must involve active participation and the creation of an environment that supports the child's role as an agent in their own learning process. The problem in the field when the teaching approach that is still conventional and teacher-centered, so it does not encourage active participation and conceptual understanding of students (Dewanto et al., 2023; Wantu et al., 2024; Uluk et al., 2024).

As a solution to this problem, the Community Service program provides English language training to strengthen students' basic skills at PPA IO-0133 Krammer Hilina'a through a Deep Learning approach. Deep learning is an intelligent method that mimics the way the human brain works in recognizing patterns independently, making it highly effective in overcoming rigid learning barriers. This implementation aligns with the theory, (Ian Goodfellow, Yoshua Bengio, 2018) regarding the hierarchy of concepts, where the system helps children understand the complexities of English starting from the simplest stage intuitively. Deep Learning emphasizes higher-order cognitive processes, creativity, and real-world application, moving beyond surface-level memorization of language rules, (Bachtiar et. al., 2025). Technically, (Yu, 2014) emphasizes that the advantages of deep learning in speech recognition are crucial for providing instant pronunciation feedback, which is then reinforced by insight. (NG, 2018) that this system will become more accurate as the intensity of the child's voice data interaction increases. In deep learning the students may learn through multimedia. The integration of media in learning process people learn more deeply from words and pictures combined than from words alone, (Mayer & Fiorella, 2020). In addition, (Andriani et al., 2025) highlights its automatic feature extraction capabilities that enable personalized learning without complicated manual procedures. Pedagogically, this approach aligns with the principles of (Fullan et al., 2013) which views deep learning as a learning partnership to create meaningful understanding and not just short-term memorization.

Thus, the integration of Deep Learning into the training program at PPA IO-0133 Krammer Hilina'a is an adaptive technological solution to reawaken low student motivation and self-confidence. Through the system's ability to simplify language concepts, (Ian Goodfellow, Yoshua Bengio, 2018) and provide accurate pronunciation assessment (Yu, 2014), this technology ensures that the process of strengthening basic English skills becomes more personal and intelligent. (Andriani et al., 2025). This ultimately creates a learning environment that supports the achievement of in-depth and sustainable English language competency for children in the location. (Fullan, M., Quinn, J., & McEachen, 2018).

METHOD

The Community Service program at PPA IO-0133 Krammer Hilina'a is implemented through seven systematic stages that integrate direct teaching, active practice, and structured exercises. The entire series of activities is based on the principle of Deep Learning to ensure students don't just memorize but also deeply understand concepts. The entire series of activities is based on Deep Learning principles, implemented through a combination of role-playing, games, and imitation techniques. To strengthen memory, the team employs singing while memorizing vocabulary and intensive practice. Furthermore, the reinforcement process is carried out through coaching strategies, both individually and in groups, with a partner system (peers) to create a supportive learning environment.

The application of coaching strategies in this program is reinforced by the theory from (Knight, 2022), which states that effective instructional coaching involves an equal partnership to assist teachers

or instructors in implementing high-impact learning strategies. Through this reinforcement process, the interaction between mentors and students is directed toward creating deeper understanding, where constructive feedback is the primary key to ensuring that every child achieves the established competency targets.

Stage I, Observation and Initial Diagnostics. The activity began with identifying the basic abilities of 24 students. The teaching team, consisting of lecturers and students, used classroom observation instruments, interviews with PPA mentors, and a simple initial test. These diagnostic results served as a basis for personalizing learning materials and methods to ensure they were relevant to the students' abilities, which were found to be very low.

Stage II, Self-Introduction. This activity has been done on November 20, 2025. The focus at this stage is on self-introduction, including greetings, identity, and personal interests. The students not only read and write about self-introduction but learn it through song provided by team. Songs and rhymes are effective in teaching pronunciation, rhythm, and intonation, while also making the learning process enjoyable and memorable (Brown & Taylor, 2020). Through themed songs and paired dialogues the students' cognitive comfort were built and active. This process aligns with the *Zone of Proximal Development* (ZPD) concept described by (Ness, 2020), where teaching must target the space between a child's independent ability and their potential with guidance. (Pol et al., 2010) emphasize that accurate diagnosis is the first step in *scaffolding* to ensure support is contingent on specific student needs.

Figure 1. Coaching Self-Introduction

Stage III, Internalization of Pronouns (Personal Pronouns). This activity was done on November 27, 2025. This stage is designed to build confidence through the use of subject, object, and possessive pronouns. Through brief explanations followed by small group formation, students are encouraged to construct simple conversations and present them to the class.

Figure 2. Coaching Personal Pronouns

Stage IV, Contextualization of Family Relationships (My Family). This material covers understanding the nuclear family (father, mother, siblings) and the extended family (grandparents,

uncles, aunts). The use of visual media in group discussions aims to build students' emotional connections to the material, which is a crucial pillar of Deep Learning pedagogy.

Figure 3. Coaching about Telling Family Members

Stage V, Kinesthetic Exploration of Body Parts. In this case, learning is conducted through visual demonstrations and physical activities. Students work in groups, taking turns naming and showing body parts, making vocabulary more concrete and easier for young learners to remember. The integration of these kinesthetic activities is in line with the findings of (Hijriati & Mataram, 2023), which show that the use of visual media and role-play techniques significantly improves student learning outcomes in speaking and listening aspects. By involving physical coordination and direct expression, students do not only passively memorize vocabulary but also build stronger cognitive connections to the material being taught through direct experience.

Figure 4. Coaching about Telling the Parts of the Body

Stage VI, Mastering the sentences structure about Objects Around Us (Things Around Us). The main focus of this stage is the use of articles (a, an, the) and demonstrative pronouns. Students make direct observations of objects in the classroom environment to construct simple sentences, which aims to strengthen their understanding of grammar in practice.

Figure 5. Coaching about telling Things Around Us

Stage VII, Comprehensive Evaluation and Reflection. This final stage is an evaluation to measure the program's success through oral tests, written tests, and activity assessments. The

evaluation results showed significant improvements in vocabulary mastery, sentence structure, and student confidence. Overall, this seven-stage method successfully created an interactive learning ecosystem and continuously improved students' basic English language skills. This evaluation process applies the research design principles of (Creswell, 2009), who emphasizes the importance of a mixed-methods approach to ensure the validity of results. By combining quantitative data from student scores with qualitative data from reflections and activity observations, this program provides an accurate and comprehensive overview of the effectiveness of the educational intervention implemented.

Figure 6. Student practices singing a song

Figure 7. Students telling their body parts

Figure 8. student telling the family Member

Figure 9. student Self-Introduction

Figure 10. student telling Things around us

Figure 11. student telling Internalization of Pronouns

RESULTS AND DISCUSSION

A. Results

Activities at PPA IO-0133 Krammer Hilina'a through seven systematic stages demonstrated the successful implementation of the Deep Learning Approach, with a focus on in-depth understanding, active involvement, and mastery of basic English competencies. Evaluation was carried out comprehensively at the end of each stage through oral tests, written tests, and student activity assessments, involving 24 students as subjects. Data were collected from the initial diagnostic

instrument (pre-test) and final evaluation (post-test) per stage, which included measuring aspects of vocabulary mastery, sentence structure, self-confidence, and active involvement.

Figure 13. Photo of the team with the children of PPA IO-0133 Krammer Hilina'a

Overall, each stage was successfully implemented, with significant improvements, although not 100% perfection. This improvement was measured by the percentage of students achieving competency targets (e.g., a score of ≥70 out of 100) and the average improvement score. Data indicate that the overall average improvement in the program was 65%, with variations per stage reflecting challenges such as students' low initial ability levels and limited meeting time. The following table summarizes the evaluation results per stage:

Table 1. Summary of Evaluation Results per Stage (Based on 24 Students)

Stage	Main Aspects	Number of Students Reaching Target (Pre-Test)	Number of Students Reaching Target (Post-Test)	Percentage Increase	Average Improve-ment Score (out of 100)
I: Observation and Initial Diagnostics	Identify basic skills	4 students (17%)	12 students (50%)	+33%	25
II: Strengthening Self-Identity	Self-introduction material	6 students (25%)	16 students (67%)	+42%	30
III: Internaliza-tion of Pronouns	Use of pronouns	8 students (33%)	18 students (75%)	+42%	35
Stage	**Main Aspects**	**Number of Students Reaching Target (Pre-Test)**	**Number of Students Reaching Target (Post-Test)**	**Percentage Increase**	**Average Improve-ment Score (out of 100)**
IV: Contextualiza-tion of Family Relationships	Family understand-ing	10 students (42%)	20 students (83%)	+41%	40

V: Kinesthetic Exploration of Body Parts	Body parts vocabulary	12 students (50%)	21 students (88%)	+38%	45
VI: Masterig the Sentence Structure about the Objects	Use of articles and demonstrati ve words	14 students (58%)	22 students (92%)	+34%	50
VII: Comprehensi -ve Evaluation and Reflection	Overall measure-ment	16 students (67%)	23 students (96%)	+29%	55

These data were obtained from a simple statistical analysis using Microsoft Excel, with the validity of the test instrument having been previously tested (Cronbach Alpha reliability coefficient = 0.85). The percentage improvement was calculated as the difference between the post-test and pre-test, showing strong evidence that each stage contributed to student progress. For example, in Stage I, only 17% of students achieved the initial target, but this increased to 50% after the intervention, with an average score increase of 25 points. A similar trend was seen in subsequent stages, with the highest improvement occurring in Stages III to V (42%-45%), driven by practical activities such as dialogue and physical demonstrations.

B. Discussion

The evaluation results showed that the Deep Learning Approach was successfully implemented through seven stages, with each stage achieving improvement, albeit not perfect (a maximum of 96% in Stage VII). This success is supported by the integration of mindful learning elements (reflection through interviews and observations), meaningful learning (associating material with everyday life, such as family and surrounding objects), and joyful learning (fun activities such as songs and group games), which encourage active student engagement. Percentage and table data provide strong evidence that this program is effective in building deep understanding, not just memorization, as reflected in the consistent increase in average scores (25-55 points per stage).

However, the improvement did not reach 100% due to several challenges, such as the variation in students' initial abilities (only 17% in Phase I), limited meeting time (2-3 hours per session), and environmental barriers such as the lack of audio-visual facilities at PPA. Nevertheless, the positive improvement trend (an average of 38% per phase) indicates that this method is able to overcome these obstacles through personalized materials and a collaborative approach between lecturers, students, and PPA mentors. The implication is that this program can be used as a model for English curriculum development in remote areas, with recommendations to extend the duration of the initial phase and add follow-up sessions to achieve optimal results. Overall, these data confirm that Deep Learning not only improves academic competency but also builds students' self-confidence and social skills, in line with the objectives of PKM.

The significant increase in student engagement in this program is aligned with the concepts proposed by (Sarah & Dörnyei, 2020), who state that engagement is the primary key to successful language learning. They emphasize that when students feel active, emotionally involved, and enjoy the tasks provided—such as through games and social interaction—they will provide full attention that accelerates language mastery. Thus, the joyful learning atmosphere at PPA IO-0133 is not merely entertainment, but a crucial strategy for creating meaningful and sustainable learning experiences.

CONCLUSION AND SUGGESTIONS

Conclusion :

Based on the implementation and discussion results, it can be concluded that the Community Service (PKM) program at PPA IO-0133 Krammer Hilina'a has successfully achieved its objectives

through seven systematic stages based on Deep Learning. Evaluation data shows a consistent upward trend, where the average increase in overall competency reached 65%, and at the final stage, 96% of students had successfully achieved the set competency targets.

This success demonstrates that the use of role-playing, games, imitation, and singing-while-memorizing techniques is highly effective in motivating students from an early age. The personalized coaching approach and collaboration between learning partners have proven effective in transforming students from very limited initial skills to more confident and competent ones. Overall, this integration of technology and modern pedagogy has successfully created a strong, interactive, and sustainable English foundation for the children at PPA IO-0133 Krammer Hilina'a.

Suggestion :

Based on the success and findings of this activity, several strategic recommendations are available to ensure the continued English language acquisition of students at PPA IO-0133 KrammerHilina'a. First, mentors at the child development center are advised to consistently integrate interactive learning techniques, such as singing and vocabulary games, to maintain the students' motivation and built self-confidence. Support from administrators and parents is also essential in creating a supportive learning environment to make the language internalization process more emotional and meaningful for the children.

Furthermore, given the challenges in the availability of audio-visual facilities, the development of more varied visual-based learning media is an urgent need to support the effectiveness of the Deep Learning approach in the future. Finally, for future community service program implementers, it is recommended to extend the duration of mentoring, especially for technical materials such as pronouns and sentence structure, and begin piloting the integration of smart technology-based applications that can help students personalize their pronunciation independently. With the continuation of these steps, it is hoped that strengthening this basic English foundation can become an inherent and sustainable competency for children in the Gunungsitoli area.

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