

Enhancing Children's English Learning Motivation through Fun Learning with a Foreign Speaker at Gunung Mas Village

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Abstract

This community service program aimed to enhance children's motivation to learn English in Gunung Mas Village through the implementation of a fun learning approach involving a foreign speaker. The approach emphasizes enjoyment, active engagement, and hands-on experience as the core of the learning process. The "Kelas Pelita" program consisted of three interactive sessions focusing on the topics of the alphabet, numbers, colors, fruits and body parts, integrating four main elements: Game-Based Learning (GBL), Communicative Language Teaching (CLT), Total Physical Response (TPR), and the use of digital media. The results showed that students became more enthusiastic, confident, and willing to communicate in English. Direct interaction with a foreign speaker from Yemen provided authentic language exposure and increased students' curiosity toward English as a global communication tool. Through the fun learning approach, this activity successfully created a positive, interactive, and meaningful learning atmosphere for children in a rural area.

Keywords - community service, fun learning, learning motivation, foreign speaker, english for villagers

Abstrak

Program pengabdian kepada masyarakat ini bertujuan untuk meningkatkan motivasi anak-anak dalam belajar bahasa Inggris di Desa Gunung Mas melalui penerapan pendekatan fun learning yang melibatkan penutur asing. Pendekatan ini menekankan kesenangan, keterlibatan aktif, dan pengalaman langsung sebagai inti dari proses pembelajaran. Program "Kelas Pelita" terdiri dari tiga sesi interaktif yang berfokus pada topik alfabet, angka, warna, buah-buahan, dan bagian tubuh, dengan mengintegrasikan empat elemen utama: Game-Based Learning (GBL), Communicative Language Teaching (CLT), Total Physical Response (TPR), dan penggunaan media digital. Hasil kegiatan menunjukkan bahwa siswa menjadi lebih antusias, percaya diri, dan berani berkomunikasi dalam bahasa Inggris. Interaksi langsung dengan penutur asing dari Yaman memberikan paparan bahasa yang autentik dan meningkatkan rasa ingin tahu siswa terhadap bahasa Inggris sebagai alat komunikasi global. Melalui pendekatan fun learning ini, kegiatan berhasil menciptakan suasana belajar yang positif, interaktif, dan bermakna bagi anak-anak di daerah pedesaan.

Kata kunci – pengabdian kepada masyarakat, fun learning, motivasi belajar, penutur asing, bahasa inggris untuk masyarakat desa

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INTRODUCTION

Currently, English has become a very important language in the era of globalization (Siregar, 2021). Everyone is expected to be able to communicate using this international language. To prepare students to master English as a global language, elementary school teachers need to implement appropriate teaching strategies. The learning materials for elementary school students are certainly different from those for adult learners, because children have different needs, motivations, and learning characteristics (Kirana & Jatuporn, 2023) Among the various factors that influence language learning success, learning motivation is a very important aspect. This has also been extensively studied by researchers who focus on second language learning, such as Belmechr and Hummel (1989) (Yulistianti, 2016). Thus, increasing elementary school students' motivation to learn English is the key to achieving successful learning and effective language mastery.

However, the equal distribution of English language proficiency in rural areas of Indonesia remains a significant challenge. Based on preliminary observations in all elementary and junior high schools in Gunung Mas Village, Marga Sekampung District, East Lampung Regency, it was found that the basic English language skills of elementary and junior high school students are still relatively low. Students are not yet able to recognize the alphabet, colors, names of fruits, or numbers in English well, which proves that they have not yet achieved the low learning phase. One of the main causes is the limited human resources and teaching methods used. Elementary school teachers also play a dual role as English teachers without special training, so that learning tends to be conventional, based on memorization and the use of textbooks without interactive activities. This condition has an impact on the low interest and motivation of students in learning English. (Tabita Pasalli, 2021) found similar results, namely that if teachers continue to teach using conventional methods, student learning outcomes will remain low, thus requiring more creative and interesting learning innovations to motivate students. This is also in line with the opinion of (Marchlik et al., 2021), who stated that learning will face many obstacles if educators are unable to motivate young students. In addition, (Laila et al., 2023) also identified five main challenges in teaching English in rural areas, namely the status of English in the curriculum, the limited number of qualified teachers, inadequate educational facilities, students' negative attitudes towards English, and low socioeconomic conditions. This phenomenon is in line with the results of (Samosir, 2022) research, which found that limited English exposure is a major barrier to language acquisition, especially in rural areas where learning resources and opportunities to practice are very limited. The study also shows that students in rural areas tend to excel more in reading skills than in speaking and listening, as they rarely interact directly with English speakers.

To overcome this problem, a fun and interactive learning approach is needed to motivate students to learn. This approach is also designed to overcome obstacles such as lack of attention and interest in learning through innovative strategies (Iksan et al., 2022). Therefore, the use of fun learning methods is an effective solution in improving students' vocabulary skills (Iswandi, 2025). This method is implemented through the "Kelas Pelita" program, which combines games, interactive activities, digital media, and engaging worksheets that not only improve students' oral English skills but also foster their interest and motivation to learn and communicate in English Click or tap here to enter text.. This approach suits the characteristics of elementary school children who tend to be active, enjoy interaction, and learn best through direct experience. Activities involving songs, games, and digital media have been proven to increase children's engagement and vocabulary comprehension (Silva, 2024). Therefore, implementing the fun learning method through the "Kelas Pelita" program can be an effective strategy to create meaningful learning experiences while promoting motivation and English proficiency among elementary school students.

As an additional innovation, this activity invited a foreign speaker from Yemen to interact directly with the students during the learning sessions. Several studies have shown that learning directly with native speakers is the most effective way to master English because students naturally develop speaking, listening, reading, and writing skills simultaneously (Lestari et al., 2022; Waddington, 2022). The presence of a foreign speaker provides valuable foreign language exposure for children, allowing them to hear natural pronunciation and understand that English is a global communication tool rather than merely a school subject. According to studies, native English speakers can motivate students to practice speaking more actively and boost their confidence through real-life interactions (Ciptaningrum et al., 2025) Therefore, involving foreign speakers in the learning process can be an effective way to enhance language exposure, confidence, and students' motivation in using English communicatively.

From a theoretical perspective, this activity aligns with the principles of Communicative Language Teaching (CLT), which is highly effective because it emphasizes authentic interaction and communication that encourages active learner engagement in using the language in real-life contexts to achieve meaningful goals (Hamdani et al., 2024). CLT is particularly relevant in rural learning contexts because it allows students to gain language exposure through repeated and meaningful communication practice, as recommended by (Samosir, 2022) to improve language proficiency in areas with limited exposure. The study by (Yuliawati et al., 2019) also showed that the application of CLT in vocabulary teaching received positive responses from students. They felt that the use of pictures and games in CLT activities helped them understand word meanings more easily and increased their learning motivation because classroom activities became more engaging. Thus, through singing, interactive games, and pronunciation practice with a foreign speaker, students not only learn vocabulary but also use it in enjoyable real-life contexts.

This community service activity is important because, until now, there has been no English learning program in Gunung Mas Village that integrates fun learning and foreign speaker exposure. Most learning activities still rely on instructional approaches using lectures and written assignments. Therefore, the "Kelas Pelita" program is expected to serve as an innovation in English learning in rural areas. The main goal of this activity is to increase the motivation and engagement of children in Gunung Mas Village in learning English through the implementation of interactive fun learning methods and the involvement of a foreign speaker as a form of global language and cultural exposure. In addition, this activity is expected to open new perspectives for teachers and the village community that English learning can be conducted in an interesting, simple, and enjoyable way.

METHODS

This program used a fun learning approach as the foundation for English language learning implementation for children in Gunung Mas Village. Fun learning is a learning approach that places enjoyment, active engagement, and hands-on experience at the core of the learning process. Its main goal is to create a positive and interactive learning atmosphere where students feel comfortable, motivated, and more easily understand the material (Iswardi, 2025). According to (Hamdani et al., 2024), enjoyable learning activities can increase children's attention, participation, and curiosity, which directly affect learning outcomes. Therefore, fun learning was applied in the "Kelas Pelita" program.

This approach was designed to address common challenges in English language learning in rural areas, where students often experience boredom and difficulty understanding a foreign language. As stated by (Iksan et al., 2022), *"It also attempts to address specific learning difficulties by offering innovative and viable teaching strategies to get beyond challenges like inattention or lack of interest."* Thus, fun learning is not only focused on entertainment but also serves as a pedagogical strategy that combines various active and communicative methods to make learning more effective and meaningful.

The first element in this activity was the use of educational games as a learning medium, GBL. The Game-Based Learning (GBL) approach has been proven to create a fun and inclusive learning atmosphere. Through the application of game-based activities, this method not only improves vocabulary mastery but also encourages students' interest, active participation, and confidence. The results of community service programs show that GBL is an effective alternative for English learning, especially in environments with limited resources (Muliawan et al., 2025). In this activity, digital games such as Wordwall were used to introduce basic vocabulary through interactive activities such as match-up and random wheel. These activities helped children learn without feeling pressured while staying focused and enthusiastic. (Lee & Doris Shih Fu Jen, 2025) explained that using game-based digital platforms such as Wordwall.net can increase students' learning motivation through four main aspects of the Attention, Relevance, Confidence, and Satisfaction (ARCS) model, which holistically support vocabulary and grammar mastery. Hence, integrating Game-Based Learning elements through interactive digital media such as Wordwall not only transforms the learning atmosphere into a more enjoyable experience but also strengthens students' motivation and long-term vocabulary retention.

The second component of fun learning was communicative interaction, CLT. The Communicative Language Teaching (CLT) method emphasizes language learning through the real use of language in communication contexts. Based on research by (Asrul & Dahlan, 2022), the implementation of CLT has been proven to significantly improve students' vocabulary mastery because they are directly involved in speaking, listening, and understanding contextual meaning. In this

approach, English is not taught as a collection of grammar rules but as a tool of communication. Students were encouraged to interact directly with the teacher, peers, and a foreign speaker from Yemen. Activities such as introducing yourself, asking simple questions, and playing role-play games were conducted to facilitate spontaneous communication practice. This aligns with the view of (Yuliawati et al., 2019), who stated that the application of CLT can increase learning motivation because students feel that they are learning in an authentic and meaningful context. In addition, these interactive activities also built children's confidence to speak English without fear of making mistakes, consistent with (Waddington, 2022) findings that direct exposure to native speakers improves fluency and speaking confidence.

The next element was the use of body movement adapted from the Total Physical Response (TPR) method. According to (Isnaeni, 2025), Total Physical Response (TPR) is a language learning method that involves physical movement to understand and remember vocabulary. In this method, students are asked to move their bodies to guess or interpret certain words or actions, making the learning process more active and enjoyable. This approach is highly suitable for young learners because they learn by imitating, moving, and interacting directly with their environment (Salamah et al., 2025). The method fits perfectly with children since they learn through sensorimotor experiences and love to move actively. In this activity, TPR was applied during the singing of English children's songs and mimicking simple movements according to commands, such as when singing "Head, Shoulders, Knees, and Toes."

In addition to games and movement, this fun learning activity also utilized digital audio and visual media such as learning videos from YouTube. According to (Landari et al., 2024), YouTube videos that are audio-visual based have a positive impact on learning because they can enhance children's motivation and ability to remember materials. Videos that combine images, sound, and motion make the learning process more engaging, innovative, and less monotonous. The use of this medium also created an enjoyable classroom atmosphere and encouraged active participation from children during learning activities. The children watched interactive videos featuring songs, animations, or instructions in English, and then imitated the pronunciation and movements of the characters in the videos. This helped students recognize natural accents, intonation, and expressions of language more authentically. Digital media played an important role in providing language exposure that is difficult to find in rural environments such as Gunung Mas Village, in line with (Samosir, 2022) findings that limited English exposure outside the classroom is a major factor contributing to students' low language proficiency in remote areas. Therefore, the use of digital media became a strategic solution to present a rich and engaging language environment for students.

Based on all the elements above, it can be concluded that the fun learning approach in the "Kelas Pelita" activity is an integration of various effective learning strategies; Game-Based Learning, Communicative Language Teaching, Total Physical Response, and the use of digital media. Each element has been theoretically proven to improve students' motivation, participation, and English proficiency. By combining these four methods simultaneously, this activity became more holistic and impactful. If one approach alone is proven effective, then the combination of all of them yields a far more optimal effect in stimulating motivation and enthusiasm for learning among children in Gunung Mas Village.

During the observation, the service team also promoted the program to each class by distributing schedules to all elementary and junior high school students in Gunung Mas. However, the low interest of students in learning English was also evident from the participation rate, only 15 students attended from three elementary schools and one junior high school. After the promotion, the service team prepared teaching materials and media using PowerPoint in Canva, Worksheet in Canva, Videos from YouTube, Material Games at Wordwall.net, and creative movement coreography. The "Kelas Pelita" program, held at the Gunung Mas Musholla with permission from the local head for 1.5 hours from 19:00 to 20:30 on Fridays, Saturdays, and Sundays.

RESULT AND DISCUSSION

The observation activity was conducted in all elementary and junior high schools in Gunung Mas Village, namely SDN 1 Gunung Mas, SDN 2 Gunung Mas, MI Darul Hikmah, and SMP PGRI 2 Gunung Mas. The observation was carried out by visiting each classroom one by one, with a total of 22 classes observed. During the activity, the author interacted directly with students to identify their level

of understanding of the English material that had been taught at school. As a simple assessment, the author asked the students to complete a short writing task titled "Introducing Myself" on a piece of paper, including their name, age, dream job, hobby, and favorite color. After that, students asked to come in front of the class to tell and simple role playing their dream jobs and hobbies. The results showed that most elementary school students were still unable to translate basic vocabulary from Indonesian into English. Meanwhile, junior high school students demonstrated slightly better understanding, but many of them still made spelling errors.



Picture 1. Role-playing in front the class.

Based on these findings, the author initiated an additional learning program called "Kelas Pelita", designed as an English learning activity for all elementary and junior high school students in Gunung Mas Village. This program was carried out over three days; Friday, Saturday, and Sunday, with the following rundown of activities:

Table 1. Recapitulation of the 1st "Kelas Pelita"

Step	Description	Method	Objectives	Media/Tools
Opening 19.30- 19.45	<ul style="list-style-type: none"> Preparation and classroom setup. Introduction with the foreign speaker. Course outline presentation and brief explanation of the learning objectives. Interactive question-and-answer session with the foreign speaker, for example: "Do you know how to pronounce the letter 'G' in English?" and "Do you know how to say the number '4' in English?" 	Interactive interview, CLT	To build students' curiosity, introduce the learning atmosphere, and encourage interaction with the foreign speaker.	Whiteboard, flashcards
Main Material 19.45- 20.45	<p>Alphabet Session</p> <ul style="list-style-type: none"> Listening to and watching the YouTube video "ABCD in English for Children" while repeating after the speaker. Writing the alphabet in their notebooks while practicing pronunciation. Working in pairs to memorize and recite the alphabet rhythmically. Delivering their memorized alphabet pronunciation directly to the foreign speaker. <p>Numbers Session</p> <ul style="list-style-type: none"> Displaying numbers through PowerPoint and practicing 	Audio-visual Digital Media learning, Game-Based Learning, and TPR.	To improve students' mastery of the English alphabet and numbers, enhance pronunciation accuracy, develop confidence, and sustain attention through interactive games.	Laptop, PowerPoint slides, YouTube videos, worksheets, WordWall.ne

	<p>pronunciation using the "Repeat after me!" technique.</p> <ul style="list-style-type: none"> • Listening to and watching the video "Count numbers 11 -20 for kids / Teacher Honey" while imitating pronunciation and gestures. • Following a short movement activity from the video "123!" to combine learning and physical engagement. • Completing individual worksheets related to numbers. • Playing <i>WordWall.net</i> guessing games combining both letters and numbers. 			
Closing 20.45- 21.00	<ul style="list-style-type: none"> • Reflection through the question "What have we learned today?" led by the facilitator and foreign speaker. • Reinforcement of the correct pronunciation of selected letters and numbers that were often mispronounced. 	Oral evaluation	To review students' understanding and consolidate the day's learning outcomes.	PPT Slide

The implementation of the first day's session, which combined the topics of *Alphabet* and *Numbers* through the fun learning approach, successfully reflected the theoretical principles discussed in the introduction. The use of songs, videos, games, and direct interaction with the foreign speaker created a dynamic learning atmosphere that encouraged students' active participation and motivation, as emphasized by Iksan et al. (2022) and Iswandi (2025). The activity demonstrated that young learners, as described by Kirana and Jatuporn (2023), respond best to interactive and experience-based learning rather than passive memorization. The integration of *Game-Based Learning* through *WordWall.net* effectively increased students' enthusiasm and engagement, which aligns with Silva's (2024) finding that digital and play-based media improve vocabulary comprehension and enjoyment. Supporting this, (Do & Huynh, 2024) found that EFL students had positive perceptions of using *Wordwall* in vocabulary memorization, as the application helps strengthen retention and recall through interactive and repetitive exercises.

Furthermore, the involvement of a foreign speaker from Yemen supported the idea proposed by Lestari et al. (2022) and Waddington (2022), that direct exposure to native speakers enhances students' confidence, pronunciation accuracy, and communicative competence. During the activity, students became more courageous in speaking, repeating after the foreign speaker, and even initiating small interactions in English. This shows the relevance of Communicative Language Teaching (CLT) principles, as explained by Hamdani et al. (2024), which emphasize authentic communication and real-life use of language to achieve meaningful learning outcomes.

Overall, the combination of *fun learning*, *CLT*, and *native speaker involvement* provided clear evidence that interactive and engaging strategies can overcome the learning barriers faced by students in rural areas, as highlighted by Laila et al. (2023) and Samosir (2022). The result of this first session indicates that such innovative methods not only improve basic language mastery, such as the alphabet and numbers, but also cultivate intrinsic motivation, confidence, and a positive attitude toward English learning among elementary school students in Gunung Mas Village.

Table 2. Recapitulation of the 2nd "Kelas Pelita"

Step	Description	Method	Objectives	Media/Tools
Opening 19.30- 19.45	<ul style="list-style-type: none"> Classroom preparation and brief greeting session with the foreign speaker. Warm-up activity: short "Simon Says" game involving simple actions ("Simon says touch your head!"). Presentation of the day's topic and learning goals: identifying and pronouncing parts of the body. Short interactive discussion between students and the foreign speaker (e.g., "Which part of the body do you use to see?" or "Can you show me your hands?"). 	CLT and TPR (Total Physical Response)	To create an engaging and interactive learning atmosphere, introduce the topic, and stimulate students' physical participation through movement.	Whiteboard, flashcards
Main Material 19.45- 20.45	<p>Body Parts Session</p> <ul style="list-style-type: none"> Watching the short video "Body Parts Song for Kids" and repeating the vocabulary after the foreign speaker. Listening and repeating body parts vocabulary through PowerPoint slides with animated visuals (head, shoulders, knees, toes, eyes, ears, mouth, nose, etc.). Practicing pronunciation by singing along to the "Head, Shoulders, Knees, and Toes" song. Pair activity: students label body parts on a human outline worksheet while saying the words aloud. Group competition: "Body Parts Touch" game where students race to touch the correct body part called out by the foreign speaker. Playing a short WordWall.net game matching pictures with 	Audio-visual Digital Media learning, Game-Based Learning, and TPR.	To develop students' listening and speaking skills through repetition and action; enhance vocabulary retention related to body parts; and build confidence through interactive learning with a foreign speaker.	Laptop, PowerPoint slides, YouTube videos, worksheets, WordWall.net

	words (e.g., matching "ear" with its image).			
Closing 20.45- 21.00	<ul style="list-style-type: none"> • Reflection and discussion led by the author: "What new words did you learn today?" • Reviewing pronunciation of commonly confused words (e.g., mouth vs nose). • Short recap song to reinforce vocabulary and pronunciation before closing. 	Oral evaluation and reflection	To reinforce vocabulary understanding, correct pronunciation, and summarize learning outcomes through repetition and reflection.	PPT Slide

On the second day, the learning focus shifted to body parts, continuing the implementation of the fun learning approach through music, games, and communicative interaction with the foreign speaker. This session maintained the same principles of Communicative Language Teaching (CLT) and Total Physical Response (TPR) introduced in the first day, emphasizing meaningful communication and physical engagement to enhance vocabulary retention. The use of songs like Head, Shoulders, Knees, and Toes and interactive games helped create a lively classroom atmosphere where students learned by doing, not just listening. This aligns with the ideas presented in the introduction, particularly the importance of motivating rural students through fun, interactive, and contextual learning experiences (Iswardi, 2025; Silva, 2024). Through these activities, students not only expanded their English vocabulary but also became more confident and enthusiastic in using the language actively with both peers and the foreign speaker. In essence, this day illustrated how fun learning strategies can transform English lessons from rote memorization into dynamic and meaningful interaction, supporting the Kelas Pelita program's goal of promoting communicative and joyful English learning in rural settings.



Picture 2. Dancing "Head, Shoulder, Knees and Toes"

Table 3. Recapitulation of the 2nd "Kelas Pelita"

Step	Description	Method	Objectives	Media/Tools
Opening 19.30- 19.45	<ul style="list-style-type: none"> • Preparation and classroom setup. • Greeting session and short icebreaker with the foreign speaker. • Quick review of previous material (Body Parts). • Introducing the new topic through questions like "What color do you like?" and "Do you know what this fruit is called in 	Communicative Language Teaching (CLT), Interactive Interview	To build students' interest and readiness for the new topic, while activating vocabulary related to daily life.	Whiteboard, flashcards

	English?" while showing a real fruit or picture.			
Main Material 19.45-20.45	<p>Color Session</p> <ul style="list-style-type: none"> Watching a short YouTube video "Learn Colors for Kids" while repeating color names aloud. Practicing color recognition using colored flashcards and classroom objects ("Show me something red!") Singing along to the song "What Color Is It?" while pointing to items of the mentioned color. <p>Fruit Session</p> <ul style="list-style-type: none"> Displaying pictures of fruits in PowerPoint and practicing pronunciation with the "Repeat after me!" technique. Watching and listening to the song "The Fruits Song for Children" from YouTube. (KB TKIT Al Uswah Magetan, 2020) Matching fruits with their colors through pair work (e.g., "Banana is yellow," "Apple is red"). Completing a worksheet that combines color and fruit identification. Playing a WordWall.net quiz game about colors and fruits. 	Audio-visual Digital Media learning, Game-Based Learning, and TPR.	To strengthen students' vocabulary about colors and fruits, enhance pronunciation and comprehension, and encourage active participation through songs and games.	Laptop, PowerPoint slides, YouTube videos, worksheets, WordWall.net
Closing 20.45-21.00	<ul style="list-style-type: none"> Reflection and discussion: "What colors and fruits did we learn today?" Asking students to name their favorite color and fruit in English. Reinforcing pronunciation and expressions through a short repetition video. Giving praise and feedback for active learners. 	Oral evaluation and reinforcement	To consolidate vocabulary understanding and boost students' confidence in using English words for colors and fruits.	PPT Slide, Youtube

The third day of the community service program focused on introducing students to vocabulary related to colors and fruits, continuing the fun and interactive learning approach that had proven effective in previous sessions. The activity began with a light-hearted icebreaker and short review of the previous lesson on body parts, helping students recall what they had learned and smoothly

transition to the new topic. During the opening session, the foreign speaker encouraged interaction by showing colorful flashcards and real fruits, asking questions such as "What color do you like?" and "What fruit is this?" to spark curiosity and build confidence in speaking English.

In the main activity, the learning process was divided into two integrated sessions: colors and fruits. The color session involved listening to and singing along with the YouTube song "Learn Colors for Kids," which helped students memorize color names through rhythm and visual cues. Using classroom objects and flashcards, students practiced identifying and describing colors around them, making the learning contextually relevant. The fruit session followed with a lively presentation using PowerPoint slides and the "Fruits Song for Children." Students enthusiastically participated in pair activities, matching fruits with their corresponding colors and completing simple worksheets that reinforced recognition and pronunciation. The highlight of the session was a WordWall game, which combined vocabulary from both color and fruit topics, encouraging teamwork and quick thinking.

In the closing session, students reflected on what they had learned by answering questions such as "What colors and fruits did we learn today?" and by sharing their favorite color and fruit in English. The facilitator and foreign speaker provided immediate feedback, reinforcing correct pronunciation and praising active participation. This reflection stage not only consolidated the vocabulary but also fostered a sense of accomplishment and enthusiasm among learners. Overall, the third-day activity effectively combined visual, auditory, and kinesthetic learning methods, creating a dynamic classroom atmosphere that strengthened students' vocabulary mastery, pronunciation, and communicative confidence.



Picture 3. Delivering their memorized pronunciation materials directly to the foreign speaker



Picture 2. Completing colorful worksheet

CONCLUSION AND RECOMMENDATION

The implementation of the Kelas Pelita program in Gunung Mas Village successfully demonstrated that a fun learning approach can significantly increase students' motivation, participation, and English proficiency, even in rural contexts with limited resources. By combining four effective pedagogical methods, Game-Based Learning (GBL), Communicative Language Teaching (CLT), Total Physical Response (TPR), and the use of digital media, the program created an engaging and dynamic learning environment that encouraged students to learn through experience, play, and communication. The integration of these approaches provided meaningful exposure to English as a living language

rather than a mere subject, which is particularly important for young learners who thrive in interactive, multisensory environments.

The presence of a foreign speaker also played a crucial role in improving students' confidence and pronunciation while fostering curiosity about global communication. This real-life interaction helped break the psychological barrier often found in rural students who perceive English as distant or difficult. As a result, learners showed not only improvement in basic vocabulary such as the alphabet, numbers, and body parts but also an increased willingness to participate, speak, and express themselves in English. This aligns with prior studies emphasizing that learning enjoyment and authentic communication are key to sustaining motivation and developing communicative competence among children. Overall, the Kelas Pelita activity proved that even in rural areas with limited facilities, English learning can be made enjoyable, effective, and transformative through creative and student-centered approaches. The combination of fun learning and native-speaker interaction offers a promising model that can be replicated in other underprivileged regions to bridge the gap in English language education in Gunung Mas Village.

To sustain and expand the impact of this initiative, several recommendations can be proposed. First, schools and local governments should support similar community-based programs by providing continuous training for teachers in applying interactive and communicative methods such as CLT, GBL, TPR, etc. Second, collaboration with foreign speakers, university students, or online exchange programs can be further developed to provide ongoing English exposure for children. Third, incorporating digital media into rural classrooms should be prioritized by ensuring access to basic technological tools and internet connectivity, as these resources significantly enhance engagement and language input. Lastly, longitudinal studies and follow-up programs are recommended to evaluate long-term improvements in students' motivation and proficiency, ensuring that the Kelas Pelita initiative continues to grow as a sustainable model for rural English education in Indonesia.

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