

PKM Improving Basic English Language Skills for Elementary School Teachers at Sekupang District, Batam

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Abstract. This Community Service (PKM) activity was carried out with the aim of improving basic English skills for elementary school teachers in Sekupang District. The background of this activity was the low ability of teachers in mastering English, especially in aspects of vocabulary, grammar, and pronunciation, which impacted limitations in integrating English into the learning process in elementary schools. The implementation method of the activity included intensive training, interactive discussions, and basic English communication practice through a communicative approach. Evaluations were conducted before and after the training in the form of pre-tests and post-tests to measure the improvement of participants' competencies. The results of the activity showed a significant improvement in the English skills of the training participants. The average pre-test score of 58.4 increased to 82.7 in the post-test. The data showed that the teachers experienced an increase in understanding of basic English material and increased confidence in using it in the classroom. It can be concluded that this PKM activity was effective in improving basic English competencies for elementary school teachers in Sekupang District. This success is expected to be the basis for the implementation of follow-up programs to improve English skills at a higher level.

Keyword: Training, Basic English, Elementary School Teacher, PKM, Sekupang

Abstrak. Kegiatan Pengabdian Masyarakat (PKM) ini dilaksanakan dengan tujuan meningkatkan kemampuan dasar berbahasa Inggris bagi guru-guru sekolah dasar di Kabupaten Sekupang. Latar belakang kegiatan ini adalah rendahnya kemampuan guru dalam menguasai bahasa Inggris, khususnya dalam aspek kosakata, tata bahasa, dan pengucapan, yang berdampak pada keterbatasan dalam mengintegrasikan bahasa Inggris ke dalam proses pembelajaran di sekolah dasar. Metode pelaksanaan kegiatan ini meliputi pelatihan intensif, diskusi interaktif, dan praktik komunikasi dasar bahasa Inggris melalui pendekatan komunikatif. Evaluasi dilakukan sebelum dan sesudah pelatihan dalam bentuk pre-test dan post-test untuk mengukur peningkatan kompetensi peserta. Hasil kegiatan menunjukkan peningkatan yang signifikan dalam kemampuan berbahasa Inggris peserta pelatihan. Rata-rata skor pre-test 58,4 meningkat menjadi 82,7 pada post-test. Data menunjukkan bahwa guru-guru mengalami peningkatan pemahaman materi dasar bahasa Inggris dan peningkatan kepercayaan diri dalam menggunakannya di kelas. Dapat disimpulkan bahwa kegiatan PKM ini efektif dalam meningkatkan kompetensi dasar bahasa Inggris bagi guru-guru sekolah dasar di Kabupaten Sekupang. Keberhasilan ini diharapkan menjadi dasar untuk pelaksanaan program lanjutan guna meningkatkan kemampuan berbahasa Inggris ke tingkat yang lebih tinggi.

Kata kunci: Pelatihan, Bahasa Inggris Dasar, Guru Sekolah Dasar, PKM, Sekupang

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Introduction

English is an international language that plays a vital role in various aspects of life, including education. In the context of primary education, teacher proficiency in English is a crucial additional competency, especially in the face of the increasingly rapid development of

science and technology. However, many elementary school teachers in Indonesia, including those in Sekupang District, still lack basic English skills.

Several developments in the English curriculum in Indonesia, as explained in [the text], include the Competence-Based Curriculum (Curriculum) in 2001, the 2004 Curriculum, and the Subject Unit Level Curriculum (KTSP) in 2006. When the curriculum changed from the 2006 KTSP to the 2013 Curriculum, the status of the subject at each school level also changed due to policy changes. In the 2013 curriculum, English was removed from elementary school, as the curriculum focused on religious values and national diversity. (Apipudin & Saputra, 2023). Furthermore, the elimination of English as a subject at the elementary school level impacts students in junior high and high school, where the competencies in these subjects are broader and more diverse. On the other hand, students lack English competency material at previous levels.

This contrasts with the position of English as a subject at the school level in the latest and current curriculum, the Merdeka Curriculum. In the Merdeka Curriculum, teachers and students are given the freedom to explore knowledge, including English as an international language, from elementary, junior high, and senior high/vocational high schools, thus creating quality learning and meeting student needs, particularly in foreign language proficiency, to improve student skills and enable them to compete globally. In the Merdeka Curriculum, English language learning focuses on six language skills: listening, speaking, reading, listening, writing, and presenting, integrated across various text types. (Rohimajaya, 2022).

Over time, the capacity of schools across Indonesia to deliver English language learning varies widely. To date, English learning in elementary schools remains quite challenging. This is due to various factors, such as a lack of teacher skills and limited access to English language learning media. The benefits of English teacher competency development activities are essential to continuously improve the quality of teaching. (Sari et al., 2021).

Improving the quality of English teachers at the elementary school level is crucial. Several other studies have suggested that elementary school is a critical period for children's intelligence development. (Maili, 2018). This Community Service (PKM) activity aims to improve basic English skills for elementary school teachers in Sekupang District. The background to this activity is the teachers' low English proficiency, particularly in vocabulary, grammar, and pronunciation, which limits their ability to integrate English into the learning process in elementary schools..

Methodology

This Community Service (PKM) program was conducted from October 1 to 4, 2025, involving 25 teachers from SD Negeri 011 Sekupang. This activity took the form of training and mentoring to improve basic English skills for elementary school teachers in Sekupang District. The activity was conducted face-to-face (offline) using a combination of lecture methods, interactive discussions, conversation practice, and learning simulations using simple English. The following is a descriptive explanation of the stages of this PKM implementation.

1. Planning

At this stage, the PKM team planned the implementation time, developed the activity format, identified the materials and resources to be used, and the instruments to be used. This

planning activity was conducted through a face-to-face meeting involving the principal of SD Negeri 011 Sekupang and the teachers.

2. Organizing

This activity was carried out by 25 teachers of SD Negeri 011 Sekupang by conducting basic English training activities (vocabulary, grammar, pronunciation, and conversation), speaking practice and introduction to digital learning media.

3. Implementation

The implementation period is from October 1 to October 4, 2025.

4. Control

Pre-test dan Post Test

Results and Discussion

The results of the PKM implementation showed a significant improvement in the teachers' basic English skills. Based on the pre-test and post-test results, there was an increase in the average score from 58.4 to 82.7, indicating an improved understanding of basic English material. This aligns with the findings of the study. Murniati & Hartanto (2024) reported that a six-week English language training program for teachers at Antonius 2 Elementary School in Semarang improved their English communication skills both in and outside the classroom. Teachers demonstrated high motivation and enthusiasm for participating in learning activities that included practical English expressions. They also suggested the use of video learning media to support independent practice for better information retention, in line with the communicative learning approach and digital media used in the training.

In addition to academic improvement, there were also changes in teacher attitudes and motivation. Based on questionnaires and interviews, 92% of participants reported feeling more confident using English in learning contexts. Most teachers began using simple English vocabulary in the classroom, such as greetings, instructions, and praise for students. (Emilia, 2011). The results of the activity indicate that basic English training based on a communicative approach is effective in improving teachers' skills and confidence. The practice-oriented learning makes it easier for participants to understand and apply English in everyday contexts. These results also align with constructivist learning theory, which emphasizes the importance of active and participatory learning experiences. Real-world practice activities and independent practice using digital media support teachers' increased confidence in using English as the language of instruction for basic learning. This is reinforced by the concept of Content and Language Integrated Learning (CLIL), which states that teachers' mastery of English is crucial for effective delivery of subject matter and optimal student understanding. (Murniati & Hartanto, 2024).

Furthermore, the use of digital media helps teachers learn independently outside of training sessions. This aligns with constructivist learning theory, which emphasizes the importance of active and participatory learning experiences. (Handayani et al., 2020).

The main factors contributing to the success of this activity were the high motivation of the participants and the enjoyable learning methods. However, several obstacles were also encountered, such as limited training time and differences in initial ability levels among participants. Therefore, follow-up in the form of a regular mentoring program is needed to

ensure the continuous and sustainable improvement of teachers' English skills. (Masruroh et al., 2018).

Table 1. Pre-Test and Post-Test Scores

No	Name	Pre-Test Score	Post-Test Score
1	Masinah	56	81
2	Supri Retnowati	59	83
3	Aflinda	58	84
4	Zulhijaya	57	82
5	Tutik Riyani	55	80
6	Hafiza	60	85
7	Meikar Suci Rahmawati	58	83
8	Lio Weldi	59	84
9	Retno Kartikowati	57	82
10	Arofi Apriyanti	56	81
11	Galuh Prayoga	60	85
12	Santi Ramona Rambe	58	84
13	Firiansyah	59	83
14	Amoria Patriani	57	82
15	Sariati	58	83
16	Fitriana	59	84
17	Sungaib Bahrin	55	80
18	Nelmaridar	60	85
19	Rina Rosaria	57	82
20	Sakura	58	84
21	Amrina	56	81
22	Ade Ernawati	60	85
23	Serena Haskia Aisyah	59	83
24	Siti Raudatul Jannah	57	82
25	Fauzi Pardial	58	84
Average score		58,4	82,7
Highest score		60	85
Lowest score		55	80

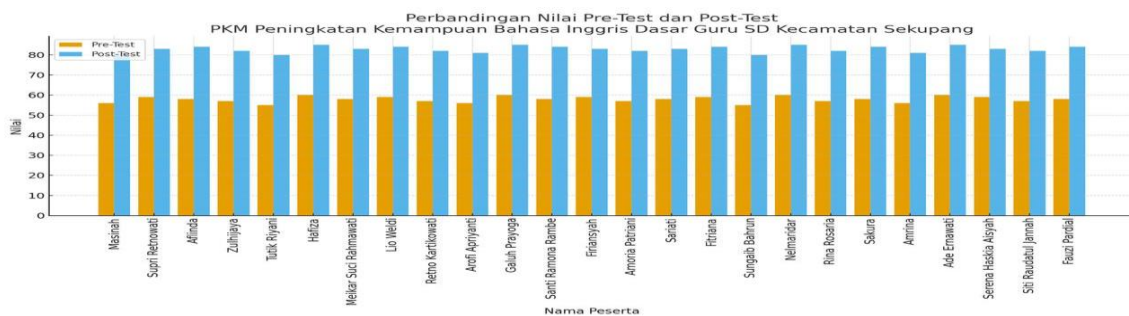


Figure 1. Bar Graph of Pre-Test and Post-Test Results



Figure 2. Documentation of the PKM Activity "Improving Basic English Skills for Elementary School Teachers in Sekupang District"

The implementation of Community Service (PKM) activities with the theme "Improving Basic English Language Skills for Elementary School Teachers in Sekupang District" aims to provide training and provision to elementary school teachers so that they are able to use English in a basic way in learning activities. (Freeman, 2017; Pajarwati et al., 2021). The training was conducted through interactive lectures, simple communication practice exercises, and the use of digital learning media. Before the training began, participants were given a pre-test to assess their initial abilities, and after the training, a post-test was administered to assess learning outcomes. (Sitoresmi et al., 2024).

Based on the pre-test and post-test results of 25 participants, a significant improvement in basic English skills was observed. The average pre-test score was 58.4, while the average post-test score increased to 82.7. These results are consistent with previous research. Murniati & Hartanto (2024) This study demonstrated that intensive training with a communicative approach and the use of digital media significantly improved elementary school teachers' basic English skills, particularly in vocabulary, grammar, pronunciation, and conversation.

Furthermore, the participants' high motivation and enthusiasm for using English in teaching and learning activities align with constructivist learning theory, which emphasizes active and participatory experiences in learning. This approach strengthens teachers' confidence in their daily English application and increases their direct involvement in the learning process. (Sutaryo et al., 2021). This is also supported by the latest policy that recommends digital application-based training to strengthen the competency of English teachers at the elementary school level so that teaching is more effective and adaptive to developments in educational technology. (PSKP Kemdikbud, 2024). This increase in scores indicates that the training was effective. All participants experienced improvements in four key aspects of basic English learning:

1. Vocabulary – participants were able to recognize and use basic vocabulary in everyday conversational contexts.

2. Grammar – participants understood basic English sentence structures, such as the simple present tense and to be.
3. Pronunciation – there was an increase in the clarity and accuracy of pronunciation of basic words.
4. Conversation – participants gained more confidence in communicating in English in the school environment.

Furthermore, interviews and observations during the training showed that participants became more enthusiastic and motivated to continue improving their English skills. Some participants even began to apply the use of simple English terms in their teaching and learning activities.

Conclusion and Recommendations

Conclusion

The Community Service (PKM) activity entitled "Improving Basic English Skills for Elementary School Teachers in Sekupang District" was successfully implemented and had a positive impact on improving teacher competency.

Through the training, which was designed to be communicative, applicable, and interactive, participants were able to:

1. Improve basic English language skills, including vocabulary, grammar, pronunciation, and conversation.
2. Gain confidence in using English in classroom learning contexts.
3. Demonstrate high motivation to continue learning and develop English skills independently.
4. Utilize digital learning media as a tool for practice and enrichment.

Training with a communicative and interactive approach aligns with language learning theory, which emphasizes the importance of real and contextual language use in the learning process. According to Richards & Rodgers (2014), The communicative approach improves language skills holistically because it focuses on language use in real social situations, not just the structural aspects of language. Furthermore, the use of digital media as a learning tool is supported by research. Warsah et al. (2020) which shows that the integration of technology in language learning increases student engagement and motivation to learn. Overall, this activity contributes to improving the professional quality of elementary school teachers in Sekupang District and supports efforts to improve the quality of basic education to be globally competitive

Recommendations

Based on the results of the implementation and evaluation of the activities, several recommendations can be considered for the program's sustainability:

1. Further training at a higher level (intermediate level) is needed to enable teachers to continuously develop their English language competency.
2. Establishing English teacher learning communities at the sub-district level to facilitate the exchange of experiences, speaking practice, and the sharing of learning resources.
3. Support from schools and the education office is needed so that this teacher competency improvement program can become a regular activity.
4. The use of technology and digital platforms needs to be continuously improved to support flexible, enjoyable, and relevant English learning that meets today's needs.

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