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DEEP INTERACTIVE LEARNING ACTIVITIES FOR IMPROVING YOUNG LEARNERS' ENGLISH VOCABULARY AT PPA IO- 0133 KRAMMER HILINA'A

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ABSTRACT

This community service program was conducted to address young learners' limited basic English vocabulary in a non-formal educational setting at PPA Krammer Hilina'a Church. The program aimed to improve students' vocabulary mastery through deep learning–based interactive learning activities that emphasize meaningful understanding and active use of language. The participants were 23 students aged 9 to 11 years. The program was implemented in two cycles using planning, action, observation, and reflection stages. Interactive activities such as gesture-based learning, picture-based tasks, pair work, and guided sentence construction were employed to support deep learning through repeated exposure and contextual practice. Quantitative data were collected through vocabulary tests, while qualitative data were obtained from observation sheets and field notes. The results indicated a significant improvement, as students in the Good and Very Good categories increased from 21.74% in Cycle 1 to 69.57% in Cycle 2, while students in the Poor and Very Poor categories decreased from 39.13% to 0%. These findings demonstrate that deep learning–based interactive learning activities effectively support basic English learning in community-based programs.

INTRODUCTION

English is commonly regarded as a worldwide language that facilitates communication, education, and social engagement in the modern world. Early mastery of fundamental English vocabulary is important for learners' future language development, particularly for young learners with emerging linguistic foundations (Sandy & Bram, 2024). Vocabulary is more than just a list of words it is also a tool for comprehension and communication. Meaningful learning activities must be absorbed effectively through deep learning processes that stress understanding, connection, and long-term memory. In community settings such as PPA (Program Pengembangan Anak) at Krammer Hilina'a Church, English vocabulary learning may be a source of enrichment in addition to formal education. As a result, empowering young

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learners through interactive English learning that promotes deep learning is a critical concern in educational community service.

PPA Krammer Hilina'a Church acts as a community educational institution where young learners may congregate for both religious formation and casual learning opportunities. Currently, English learning at PPA is inconsistent and generally restricted to small tasks, which may not provide sufficient support for long-term vocabulary development. This circumstance emphasizes the importance of organized and engaging language programs that are suited for young learners' developmental stages while not burdening their informal learning environment. Rather than defining the condition as a failure of learners, it is more realistic to see it as a contextual gap that may be bridged with supporting interventions. As stated in Pengabdian kepada Masyarakat, community-based educational activities should address genuine learning requirements in a local environment (DRPM, 2020).

Interactive learning activities have been demonstrated to improve vocabulary acquisition among young learners. According to (Ari & Bram, 2024), interactive approaches such as games, collaborative assignments, and movement-based answers dramatically improve learners' engagement and retention, which are critical components of deep learning. This interactive method corresponds with young learners' inherent inclination for active engagement and play over passive memory. Furthermore, (Meisuri et al., 2025) discovered that including music and interactive activities into vocabulary classes helps learners recognize words while also using them in meaningful conversation, showing deeper levels of learning. These findings indicate that interactive learning promotes deep learning and is ideal for community contexts such as PPA, where enjoyment and active engagement are critical.

When planning instructional activities for young learners, teachers and facilitators must take into account their cognitive and social traits. According to (Harmer, 2007), young learners learn best when they engage in multimodal activities that include movement, visual assistance, and meaningful engagement, all of which lead to profound learning experiences. In accordance with this, (Novitasari et al., 2025) found that interactive movies and visual aids improve understanding and motivation among early childhood learners. Visual media, such as photos and videos, give contextual information that assist learners in making deeper connections between words and meaning. Including these features in vocabulary courses allows young students to explore language in a natural and interesting way.

Learning basic vocabulary also involves repeated exposure and use in context.(Nation, 2001) underlines that vocabulary knowledge is acquired via repeated interactions with words in various contexts and regular use. This exposure may be promoted for young learners through interactive activities that encourage them to pronounce, hear, and use words frequently in entertaining circumstances, so boosting deep learning rather than surface memorization. (Yuliani et al., 2023) found that organized exercises emphasizing both recognition and production greatly improved learners' vocabulary knowledge. Thus, implementing activities that constantly recycle target vocabulary in many formats is essential for successful and deep acquisition.

In addition to physical and interactive approaches, the usage of multimedia aids vocabulary reinforcement. (Novitasari et al., 2025) discovered that interactive videos not only capture young learners' attention but also give repeated exposure to word in various auditory and visual situations, hence strengthening deep learning. This multimodal input helps students form stronger links between words and meaning. (Meisuri et al., 2025) found that interactive gaming platforms inspire learners to actively practice vocabulary, resulting in greater recall rates compared to standard drill exercises. As a result, adding technology and media into interactive learning activities can supplement face-to-face education and enhance learning in community settings.

Based on this information, there is a clear need to build an interactive, deep learning-based vocabulary acquisition program for young learners at PPA Krammer Hilina'a Church. This community service effort aims to increase basic English vocabulary knowledge via enjoyable and engaging learning activities such as songs, games, movement tasks, and visual aids that foster meaningful and deep learning. In this way, the program adds to meaningful learning experiences that help young learners develop their linguistic skills in a non-formal educational context. To summarize, deep learning-based interactive learning activities are intended to improve young learners' fundamental English vocabularies while also providing educational and motivational advantages.

METHOD

This community service activity was held at PPA Krammer Hilina'a Church, a community-based educational facility that offers non-formal learning support to young students. The participants were 23 Class E kids ages 9 to 11, who frequently attended PPA learning sessions. The program aims to increase learners' fundamental English vocabulary through interactive learning exercises targeted at young learners. The implementation was carried out in two cycles of 6 sessions. The program was conducted from November 20 to January 22.

This community service program employed a cyclical and reflective approach, adapting classroom-based action concepts to the setting of Pengabdian kepada Masyarakat. The program was set up to address an identified learning need limited exposure to organized and interactive English vocabulary learning exercises. Rather of concentrating on learners' inadequacies, this approach focused enhancing learning environments through planned interventions. Each cycle was divided into four key stages: planning, material preparation, action and observation, and reflection. The outcomes of each cycle were used to enhance the subsequent round.

The planning step began with determining the learners' learning requirements through casual observation and conversation with PPA facilitators. The emphasis was on fundamental English vocabulary subjects important to young learners, such as body parts, family members, and simple possession. The PKM team worked cooperatively to develop learning objectives, activity sequences, and evaluation approaches. Games, music, movement-based tasks, and visual-based exercises were chosen to match kids' ages and learning styles. To guarantee methodical execution, each meeting had its own thorough lesson plan. During the planning stage, the PKM team created a number of learning and assessment tools to help with the implementation. These equipment comprised observation sheets for recording students' involvement and replies, vocabulary tests, answer sheets, and field notes for documenting classroom activities. A cell phone was also utilized to record learning activities as supporting documentation. The vocabulary examinations were created to examine students' knowledge and use of basic English words through easy matching, labeling, and vocal replies. All instruments were checked to ensure they were clear and appropriate for young learners.

Cycle 1's action stage took place during three meetings. Interactive learning activities were executed in accordance with the lesson plans, with an emphasis on introducing and practicing fundamental English vocabulary. Throughout the learning process, the PKM team served as facilitators, leading students via games, songs, visual assignments, and physical reactions. At the same time, observations were conducted to document students' involvement, participation, and answers during the activities. At the end of Cycle 1, students were given a vocabulary exam to assess their learning outcomes.

After the three sessions of Cycle 1, the PKM team reflected on observation data, student replies, and test scores. Cycle 2 was executed in three meetings, using improved learning tactics based on Cycle 1 reflections. Clearer instructions, more guided practice, higher use of visual

aids, and improved classroom management were some of the improvements. Interactive learning activities were modified to increase student engagement and comprehension. Observations were repeated to track learners' replies and engagement throughout the learning process. At the end of Cycle 2, a post-test was given to learners to measure their Basic English vocabulary progress.

The Cycle 2 data were examined to determine the efficiency of the improved learning activities. Students demonstrated greater involvement, confidence, and language proficiency compared to Cycle 1. Reflection revealed that interactive learning activities were helpful in creating a good and supportive learning environment for young students. The cyclical method enabled the PKM team to consistently enhance the quality of learning activities. Overall, the strategy guaranteed that the community service program was responsive, reflective, and useful to the young learners of PPA Krammer Hilina'a Church.

Quantitative Data Analysis

Quantitative data were obtained from vocabulary tests administered at the end of each cycle. Learners' scores were calculated using the scoring formula proposed by (Brown, 2004):

$$\textbf{Score} = \frac{\textit{Total score obtained}}{\textit{Maximum Score}} \times \mathbf{100}$$

The results were then classified using a score qualification rubric adapted from (Brown , 2004). Based on the average score obtained by students in Cycle 1 (50), the following score qualification categories were applied:

Table 1. Score Range Qualification

Score range	Qualification
86- 100	Very good
71- 85	Good
56- 70	Fair
41-55	Poor
≤ 40	Very poor

Based on this rubric, the average score of 50 obtained in Cycle 1 fell into the Poor category, indicating the need for instructional improvement. This classification guided the decision to proceed to Cycle 2 with revised learning strategies. Quantitative results from Cycle 2 were then compared descriptively to identify improvement in students' vocabulary mastery.

Qualitative Data Analysis

Qualitative data were collected through observation sheets and field notes during the learning activities. The data were analyzed using the interactive data analysis model proposed by (Miles & Huberman, 2014), which consists of three stages: data reduction, data display, and conclusion drawing or verification.

In the data reduction stage, relevant information related to students' participation, responses, and learning behavior was selected and summarized. In the data display stage, the reduced data were organized in narrative descriptions to facilitate interpretation. Finally, in the conclusion drawing stage, patterns and meanings were identified to understand students' learning responses and the effectiveness of the interactive learning activities. This qualitative analysis supported and complemented the quantitative findings.

RESULT AND DISSCUSION

RESULT

Cycle 1 was conducted at Krammer Hilina'a Church involving 23 students from Class E aged 9 to 11 years. This cycle was implemented in three meetings. The learning activities in this cycle focused on English vocabulary related to parts of the body and the use of personal pronouns referring to *body parts*, such as *my hand, his head,* and *her eyes*. The activities were designed using interactive learning activities, which emphasized student participation through physical movement, oral responses, and guided practice.

During the learning process, students were engaged in activities such as identifying body parts through gestures, matching pictures with vocabulary, repeating words through choral and individual responses, and using personal pronouns in short guided expressions. These activities aimed to encourage active involvement and help students associate vocabulary with concrete actions and contexts.

The quantitative data were obtained from a vocabulary test administered at the end of Cycle 1. The test assessed students' ability to recognize body-part vocabulary and use personal pronouns appropriately in simple expressions. The scoring procedure followed Brown 2004, where students' scores were calculated by dividing the total score achieved by the maximum possible score and multiplying the result by 100. The results were then classified into qualification categories.

Table 2. Students' Vocabulary Test Results on "Parts of the Body and Personal Pronouns" in Cycle 1

Value Range	Category	Frequency	Percentage
86- 100	Very good	1	4.35%
71- 85	Good	4	17.39%
56- 70	Fair	9	39.13%
41-55	Poor	7	30.43%
≤ 40	Very poor	2	8.70%
Total		23	100%

The table shows that most students were classified in the Fair category, indicating that students were able to recognize some vocabulary related to parts of the body but still encountered difficulties in using personal pronouns correctly. A substantial number of students fell into the Poor and Very Poor categories, suggesting that students' vocabulary mastery and pronoun usage were still limited at this stage of the intervention.

The field notes revealed that interactive learning activities encouraged students to participate actively, especially during activities involving body movement and visual prompts. Many students showed enthusiasm when asked to point to or touch parts of their bodies while saying the English vocabulary. However, despite their active participation, several students still struggled to recall vocabulary independently without teacher prompts. When practicing personal pronouns, students often relied on repetition rather than understanding, which resulted in frequent errors such as using my instead of his or her.

After reducing and organizing the data, it was found that interactive activities helped maintain students' attention but did not fully support accurate vocabulary and pronoun usage in Cycle 1. This indicates that while interaction increased engagement, additional instructional support was needed.

The observation sheet data showed that the interactive learning activities were implemented as planned and created a positive classroom atmosphere. Most students were willing to participate in gesture-based and oral activities. However, only a few students were able to use personal pronouns correctly during individual practice. Several students required

repeated modeling and direct guidance to complete tasks. The observation also noted that some students became confused when transitioning from oral activities to written exercises.

The displayed observation data suggest that interactive learning activities in Cycle 1 were effective in increasing student involvement but had not yet resulted in strong mastery of vocabulary and personal pronouns. These findings indicate the need for refinement in instructional strategies in the next cycle.

Figure 1. Implementation of Interactive Learning Activities in Cycle 1

In summary, the results of Cycle 1 indicate that interactive learning activities successfully increased students' participation during the learning process. However, both quantitative and qualitative data show that students' mastery of parts-of-the-body vocabulary and personal pronouns remained limited. Most students were still categorized in the Fair, Poor, and Very Poor levels, and many struggled with accurate pronoun usage. These results served as the basis for revising and improving interactive learning activities in Cycle 2.

Cycle 2 was conducted at Krammer Hilina'a Church involving the same 23 students from Class E aged 9 to 11 years. This cycle was implemented in three meetings. Based on the reflection of Cycle 1, several improvements were made in the planning and implementation stages. The learning focus in Cycle 2 expanded to basic English vocabulary related to "my family" and simple possession, such as my father, her mother, and his book. These topics were selected to help students apply vocabulary and personal pronouns in more meaningful and contextual expressions.

Interactive learning activities in Cycle 2 were designed to be more structured and guided. The activities included picture-based storytelling, guided sentence construction, pair work, and simple role-play activities. These activities aimed to reduce students' confusion in using personal pronouns and to strengthen vocabulary retention through repeated exposure and contextual use.

Cycle 2 was conducted at Krammer Hilina'a Church with the same 23 students from Class E aged 9 to 11 years. This cycle consisted of two meetings held on 22 and 29 January. Based on the reflection from Cycle 1, improvements were made in instructional planning, classroom management, and the design of interactive learning activities. The learning focus in Cycle 2 was expanded to basic English vocabulary related to "*my family*" and simple possessive expressions, such as *my father, her sister, and his book.*

The interactive learning activities in Cycle 2 were designed to be more structured and contextual. Activities included guided picture storytelling, sentence-building exercises, pair work, and simple role-play. These activities were intended to help students apply vocabulary and possessive expressions more confidently and accurately in meaningful contexts.

The quantitative data were obtained from a vocabulary test administered at the end of Cycle 2. The test assessed students' understanding of family-related vocabulary and their ability to use possessive expressions and personal pronouns correctly. The results were classified into qualification categories.

Table 3. Students' Vocabulary Test Results on "My Family and Possession" in Cycle 2

Value Range	Category	Frequency	Percentage
86- 100	Very good	5	21.74%
71- 85	Good	11	47.83%
56- 70	Fair	7	30.43%
41-55	Poor	0	0%
≤ 40	Very poor	0	0%
Total		23	100%

The results presented in Table 3 show that all students achieved at least the Fair category in Cycle 2. Nearly half of the students were classified in the Good category, and a small number reached the Very good category. These results indicate a substantial improvement in students' vocabulary mastery compared to Cycle 1, where several students were still categorized as Poor and Very Poor.

The field notes showed that students demonstrated higher confidence and enthusiasm during interactive learning activities in Cycle 2. Most students were able to name family members correctly and use possessive expressions in short guided sentences. Compared to Cycle 1, students made fewer errors and required less repetition from the teacher. Several students were able to respond spontaneously during oral activities, indicating improved vocabulary retention. The reduced and organized data suggest that the revised learning activities helped students better understand and apply vocabulary in context.

The observation sheet data indicated that the learning process in Cycle 2 ran more smoothly than in Cycle 1. Students actively participated in pair and group activities and followed instructions more independently. The transition from oral practice to written tasks was more effective, and most students completed assignments with minimal assistance. Although a small number of students still needed guidance, no students showed serious difficulties in understanding the learning material.

The displayed observation data suggest that interactive learning activities in Cycle 2 supported both student engagement and learning achievement. Students demonstrated improved classroom behavior and greater accuracy in using English vocabulary and possessive expressions.

Figure 2. Implementation of Interactive Learning Activities in Cycle 2

In summary, the results of Cycle 2 show a clear improvement in students' basic English vocabulary mastery. Quantitative findings indicate that all students reached at least the Fair category, with most students achieving Good and Very good levels. Qualitative findings support these results by showing increased confidence, participation, and accuracy during interactive learning activities. These results demonstrate that the improved instructional strategies implemented in Cycle 2 were more effective in supporting students' learning.

DISSCUSION

This discussion addresses the findings of Cycle 1 and Cycle 2 by comparing the quantitative and qualitative results and relating them to relevant theories of interactive learning and young learners' vocabulary acquisition. The discussion focuses on how interactive learning activities contributed to the improvement of students' basic English vocabulary at PPA Krammer Hilina'a Church.

The results of Cycle 1 indicate that students' mastery of English vocabulary related to parts of the body and personal pronouns was still limited. Quantitatively, most students were categorized as Fair, Poor, and Very Poor, showing that they had not yet achieved the expected learning outcomes. Qualitative data from field notes and observation sheets revealed that although students were interested and actively involved during interactive activities, they still experienced difficulties in recalling vocabulary and using personal pronouns accurately. This condition suggests that initial interactive learning activities in Cycle 1 were effective in increasing student engagement but were not yet sufficient to support deeper vocabulary understanding.

These findings align with (Cameron, 2001), who states that young learners require repeated exposure and meaningful contexts to develop vocabulary mastery. In Cycle 1, interactive learning activities such as gestures, picture identification, and repetition helped attract students' attention; however, students still relied heavily on imitation rather than comprehension. This supports (Brown, 2001)'s view that vocabulary learning for young learners should move beyond recognition toward meaningful use through guided practice.

In contrast, the results of Cycle 2 demonstrate a significant improvement in students' vocabulary mastery. Quantitative data show that all students achieved at least the Fair category, with most students categorized as Good and some reaching Very good. This improvement indicates that the revised interactive learning activities implemented in Cycle 2 were more effective in supporting students' learning. The elimination of the Poor and Very Poor categories suggests that instructional adjustments successfully addressed students' difficulties observed in Cycle 1.

The qualitative findings further support the quantitative results of Cycle 2. Field notes revealed that students showed greater confidence, better vocabulary recall, and improved accuracy in using possessive expressions and personal pronouns. Observation data indicated that students participated more actively and independently in pair work, storytelling, and sentence-building activities. These findings reflect the principles of interactive learning, which emphasize learner involvement, collaboration, and meaningful interaction (Richards, 2017). By engaging students in contextualized and communicative activities, vocabulary learning became more meaningful and sustainable.

The improvement from Cycle 1 to Cycle 2 can also be explained through Vygotsky's sociocultural theory, particularly the concept of scaffolding. In Cycle 2, learning activities were more structured and provided clearer guidance, enabling students to move from assisted performance to more independent use of vocabulary. This is consistent with (Nation, 2015), who emphasizes that vocabulary learning is more effective when learners encounter words repeatedly in different contexts and use them actively.

Furthermore, the findings support the use of interactive learning activities in community-based educational settings such as PPA. According to (Harmer, 2015), interactive activities such as role-play, pair work, and guided practice can enhance young learners' motivation and language use. In Cycle 2, these activities helped students connect vocabulary with real-life contexts, which improved both engagement and learning outcomes.

Overall, the comparison between Cycle 1 and Cycle 2 shows that interactive learning activities played a crucial role in improving students' basic English vocabulary. While Cycle 1 served as an initial stage that revealed students' difficulties, Cycle 2 demonstrated that well-planned and refined interactive activities can effectively support vocabulary development among young learners. These findings highlight the importance of reflective practice and continuous improvement in implementing community-based English learning programs.

CONCLUSION

The community service program conducted at PPA Krammer Hilina'a Church had a positive impact on young learners' basic English development, particularly in vocabulary mastery and the use of simple expressions. The implementation of interactive learning activities contributed to increased learner engagement, confidence, and participation in English learning within a non-formal educational setting. These outcomes indicate that interactive and student-centered approaches are effective in supporting basic English learning for young learners, especially when designed to promote deep learning processes that emphasize meaningful understanding, repeated practice, and active use of vocabulary in context in community-based programs.

Beyond its impact on learners, this community service program also provides practical implications for the partner institution. The learning activities implemented in this program can serve as an alternative instructional model that is adaptable and sustainable for future English learning at PPA, particularly as a deep learning based interactive approach that moves beyond surface memorization toward lasting vocabulary acquisition. More broadly, the program demonstrates that collaboration between higher education institutions and community-based organizations can offer meaningful educational solutions and support the improvement of basic English literacy through deep and engaging learning experiences among young learners.

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