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Implementation of the English Corner Program Based on the My Mini Dictionary Pocket Dictionary as a Supplement to the English Curriculum for Fourth Grade Elementary School Students in Mertasari Village

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Abstract

The "English Corner" work program, utilizing the *My Mini Dictionary* pocket dictionary, is an initiative to support English language learning for fourth-grade elementary school students in Mertasari Village, Purwanegara District, Banjarnegara Regency. This program aims to improve students' English vocabulary mastery through practical, contextual, and user-friendly learning media. The program's implementation utilizes *My Mini Dictionary*, which contains basic English vocabulary and expressions, including greetings, time, magic words, wishes, feelings, and question words. Learning activities are conducted interactively using a collaborative Deep Learning approach—encompassing meaningful, mindful, and joyful learning. This is supported by a Problem-Based Learning (PBL) model involving presentations, drilling, Q&A sessions, games, and individual exercises. Evaluations were conducted by comparing students' proficiency before and after participating in the learning activities. The results demonstrated an increase in the students' English vocabulary mastery after participating in the "English Corner" program. Furthermore, the pocket dictionary helps students recognize, understand, remember, and apply English vocabulary in simple contexts. Therefore, the "English Corner" program, facilitated by *My Mini Dictionary*, can serve as an alternative medium to support English language learning for elementary students, particularly in areas with limited educational resources.

Keywords: *english corner; english vocabulary; learning media; my mini dictionary*

INTRODUCTION

English is an international language that is crucial for the development of science, technology, and global communication. Mastering vocabulary is the foundation of language learning. Without sufficient vocabulary, students will have difficulty understanding and conveying meaning (Umar, 2026). At the elementary school level, vocabulary learning is more effective if it is linked to meaningful contexts and close to the students' daily experiences, ensuring that the learning process is not overly abstract (Umar, 2026). In line with effective vocabulary learning, public elementary schools in Mertasari Village, Purwanegara District, Banjarnegara Regency, have implemented the *Kurikulum Merdeka* (Independent Curriculum) based on the textbook "*My Next Words for Elementary School*,"

published by the Ministry of Education, Culture, Research, and Technology. This book focuses on everyday language, basic vocabulary, and interactive activities rather than memorizing complex grammar. The curriculum's direction fundamentally aligns with the communicative approach, which emphasizes English language acquisition from an early age to prepare students for global challenges (Maduwu, 2016).

However, implementation in the field faces several structural obstacles common to rural elementary schools. First, as is typical in rural Banjarnegara Regency, schools in Mertasari Village lack specialized teachers with degrees in English Education. The subject is usually taught by classroom teachers, meaning the depth of material and pronunciation fluency depend heavily on each teacher's digital literacy skills in utilizing audiovisual aids. This condition echoes the findings of Adrian, Noormaliah, and Zannah (2025), which indicate that elementary homeroom teachers generally lack an English education background, often experiencing limitations in vocabulary and confidence when supporting bilingual classroom learning.

Second, in addition to the shortage of specialized teachers, elementary schools in Mertasari Village lack specialized language laboratory facilities comparable to those in urban areas. Learning takes place in regular classrooms utilizing wall-mounted props, printed dictionaries, or occasionally laptops and projectors if school facilities permit. This limitation is a prevalent challenge for English learning in rural schools, resulting in a restricted variety of engaging and contextual learning methods and media (Harlina & Yusuf, 2020).

Third, students' English proficiency levels in Mertasari vary widely depending on their family backgrounds. Parents with high educational awareness tend to enhance their children's skills through tutoring or private lessons, which are beginning to reach the Banjarnegara area. Paradoxically, this non-formal solution highlights the gap in access to quality English learning within the formal sector. This gap aligns with studies showing that elementary students still generally face various difficulties mastering English vocabulary, ranging from unfamiliarity with dictionaries and poor reading comprehension to a lack of English usage in daily life (Amalia, 2023).

These intersecting conditions highlight the need for practical, easily accessible learning media that do not rely entirely on the classroom teachers' English proficiency or the availability of advanced school facilities. Pocket dictionaries have proven effective as vocabulary learning aids in similar contexts, both in equipping teachers with instructional vocabulary (Adrian et al., 2025) and enriching students' vocabulary directly (Dwiaryanti, 2024). Furthermore, community service activities utilizing visual and interactive media have been shown to successfully improve elementary students' English skills in areas with similar access limitations (Anggrarini et al., 2024).

Addressing these conditions, UNNES GIAT 16 KKN students implemented the "*English Corner: Learning English with My Mini Dictionary*" program as an individual work initiative in Mertasari Village. This program introduced a pocket dictionary covering six basic topics (greetings, time, magic words, wishes, feelings, and question words). The material was delivered over two meetings using the Deep Learning method and a Problem-Based Learning (PBL) model, incorporating presentations, drilling, contextual question-and-answer sessions, and individual exercises. The program targeted fourth-grade students across three educational institutions: SDN 1 Mertasari, SDN 4 Mertasari, and MI Muhammadiyah Mertasari. This article aims to evaluate the program's effectiveness in improving students' English vocabulary mastery and to examine the variations in achievement among the three target schools.

METHOD

This research was conducted in stages using the Deep Learning method. Deep Learning is an instructional approach that emphasizes the in-depth mastery of concepts, going beyond the mere ability to quickly memorize or recognize facts (Alya Fitriani, 2025). This approach consists of three main components: 1) *Meaningful Learning*, where students use simple vocabulary and expressions in real-life situations within school and home environments, effectively connecting learning to their daily lives; 2) *Mindful Learning*, where students comprehend the function of the *Mini Dictionary* and grasp the material through observing, listening, and making connections; and 3) *Joyful Learning*, where students engage in video-based learning, pronunciation training (drilling), simple games (the *Mini Dictionary Challenge*), and conversation practice to create an active, enjoyable learning atmosphere and boost their self-confidence.

This study employed a quantitative research design, collecting data through pre-test and post-

test assessments. The data analysis utilized a non-parametric technique, specifically the Kolmogorov-Smirnov normality test. To measure the effectiveness of the intervention, the data were tested against the formulated hypotheses and analyzed using a Paired Sample T-Test. The research was conducted across three schools in Mertasari Village—MIM Mertasari, SDN 4 Mertasari, and SDN 1 Mertasari—involving a total of 78 students. Primary data were collected directly during the study and subsequently processed using the aforementioned methods. Descriptive statistical analysis was applied to provide an initial overview of the dataset, presenting the average pre-test and post-test scores in the form of a bar chart.

RESULTS AND DISCUSSION

Descriptive Statistical Analysis

An initial overview of the descriptive analysis results for the average pre-test and post-test scores is presented in Figure 1.

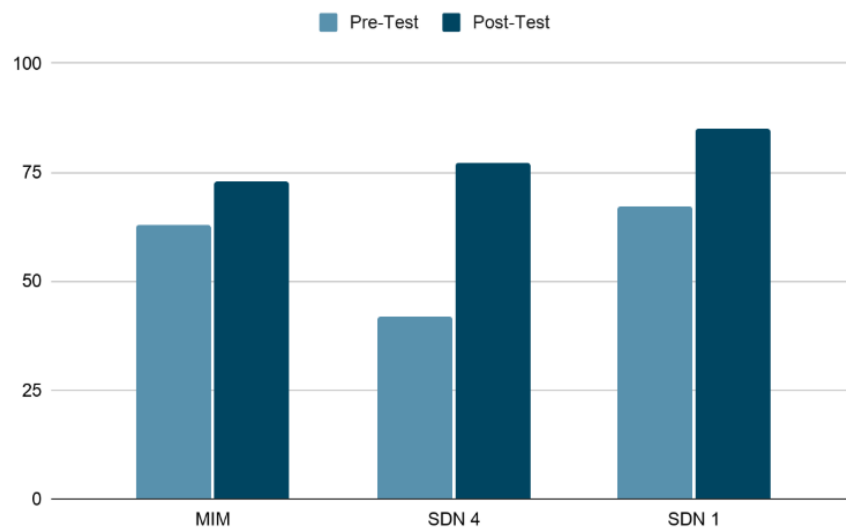


Figure 1. Average Pre-Test and Post-Test Scores of Schools in Mertasari Village

As shown in the chart above, the average pre-test and post-test scores for each school in Mertasari Village demonstrated an upward trend. The minimum and maximum scores were 0 and 100, respectively. The descriptive analysis utilized only 66 out of the 78 datasets. This exclusion occurred because 12 datasets failed to meet the research criteria, specifically due to missing pre-test scores, missing post-test scores, or both. Examples of data failing to meet these criteria are illustrated in Figure 2. Specifically, there were 2 invalid datasets from MIM Mertasari, 4 from SDN 4 Mertasari, and 6 from SDN 1 Mertasari.

Nama	Pre	Post	
AISYILA NUR FARIZA		90	SDN 04
ALEZEA LANIKA MUKHBITA		50	
ALI SA'AD		70	
GHAILAN DZAKI SETYOKO	60	80	
KHILYATUS SHOFIYA	10	60	
MUHAMAD AL FATIH	40	70	
RAFAEL JOVI PRATAMA			
RAFFAN NUR RASYID	30	30	
RETNO PURWATI	40	100	
RIZKI AMANDA REVITA WAHAB	80	90	
SINTA LIANA DEWI	30	90	
ZAHRA ANINDITA PUTRI	50	100	

Figure 2. Example of Data Failing to Meet the Criteria (Marked in Red)

Kolmogorov-Smirnov (K-S) Normality Test Results

The Kolmogorov-Smirnov Normality Test is a widely used method for testing data normality. This test compares the cumulative distribution of sample data with the theoretical normal distribution. The hypotheses tested are as follows:

- **H₀:** The data are normally distributed.
- **H₁:** The data are not normally distributed.

The decision rule for these hypotheses is based on the significance value (Sig.), using the following criteria:

- If Sig. > 0.05, the data are considered to be normally distributed.
- If Sig. < 0.05, the data are considered to be not normally distributed.

The K-S test was conducted using IBM SPSS software for each school. The normality test results are presented in Tables 1, 2, and 3.

Table 1. K-S Normality Test Results for MIM Mertasari

		Unstandardized Residual
N		37
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	17.00211220
Most Extreme Differences	Absolute	.144
	Positive	.103
	Negative	-.144
Test Statistic		.144
Asymp. Sig. (2-tailed)		.049 ^c

Table 2. Results of the K-S Test of SDN 4 Mertasari

		Unstandardized Residual
N		8
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	18.74932187
Most Extreme Differences	Absolute	.112
	Positive	.112
	Negative	-.090
Test Statistic		.112
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Table 3. Results of the K-S Test at SDN 1 Mertasari

		Unstandardized Residual
N		21
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	21.73555673
Most Extreme Differences	Absolute	.174
	Positive	.143
	Negative	-.174
Test Statistic		.174
Asymp. Sig. (2-tailed)		.096 ^c

From the tables above, the significance value of the three schools in Mertasari Village is greater than 0.05, concluding that the data from the three schools are normally distributed.

Paired Sample T-Test Results

To evaluate the effectiveness of the learning activities, a Paired Sample T-Test was employed to compare the pre-test and post-test results. The hypotheses tested are as follows:

- **H₀:** There is no significant difference between the average pre-test and post-test scores, meaning there is no significant improvement in English vocabulary skills.

- **H1:** There is a significant difference between the average pre-test and post-test scores, meaning there is a significant improvement in English vocabulary skills.

Similar to the normality test, decision-making relies on the significance value (Sig.) based on the following criteria:

- If Sig. < 0.05, H₀ is rejected and H₁ is accepted.
- If Sig. > 0.05, H₀ is accepted and H₁ is rejected.

The Paired Sample T-Test analysis was conducted using IBM SPSS software for each school. The T-test results are presented in Tables 4, 5, and 6.

Table 4. Paired Sample T-Test Results
for MIM Mertasari

Pair 1 (Pre-Test – Post-Test)	Value
Mean	-9.730
Std. Deviation	22.297
Std. Error Mean	3.666
95% Confidence Interval (Lower)	-17.164
95% Confidence Interval (Upper)	-2.296
t	-2.654
df	36
Sig. (2-tailed)	.012

Table 5. Paired Sample T-Test Results for
SDN 4 Mertasari

Pair 1 (Pre-Test – Post-Test)	Value
Mean	-35.000
Std. Deviation	23.299
Std. Error Mean	8.238
95% Confidence Interval (Lower)	-54.479
95% Confidence Interval (Upper)	-15.521
t	-4.249
df	7
Sig. (2-tailed)	.004

Table 6. Paired Sample T-Test Results for
SDN 1 Mertasari

Pair 1 (Pre-Test – Post-Test)	Value
Mean	-18.571
Std. Deviation	21.745
Std. Error Mean	4.745
95% Confidence Interval (Lower)	-28.470
95% Confidence Interval (Upper)	-8.673
t	-3.914
df	20
Sig. (2-tailed)	.001

As shown in the tables above, the significance values for all three schools in Mertasari Village are less than 0.05. Therefore, it can be concluded that the activities conducted in the three schools were effective and resulted in significant improvements.

CONCLUSION

Based on the results of the learning implementation and data analysis of the *English Corner* program conducted at the public and Islamic elementary schools in Mertasari Village, it can be concluded that the program successfully achieved its objectives, effectively covering the six topics of everyday vocabulary. The learning process utilized the Deep Learning approach combined with a

Problem-Based Learning (PBL) model. Through this approach, students acquired additional everyday vocabulary compiled in a pocket dictionary, *My Mini Dictionary*, which can be conveniently used anytime and anywhere. Data analysis derived from the pre-test and post-test assessments demonstrated that students at the targeted elementary schools in Mertasari Village achieved significant improvements in their English skills. Overall, the *English Corner* program offers great potential as a sustainable supplement for English language learning in Mertasari Village, particularly for elementary schools that currently lack specialized English teachers. Therefore, further program development can be pursued by expanding the contents of the *Mini Dictionary*, increasing instructional hours, and encouraging additional pronunciation drilling by classroom teachers to continually enhance students' vocabulary mastery.

DECLARATION OF GENERATIVE AI

The authors declare that no generative AI or AI-assisted technologies were used in the writing process of this manuscript.

CONFLICTING INTEREST STATEMENT

The authors states that there is no conflict of interest in the publication of this article.

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