

FINAL PROJECT REPORT
THE IMPLEMENTATION OF ENGLISH CLUB ACTIVITIES TO
INTRODUCE BASIC ENGLISH VOCABULARY FOR ELEMENTARY
SCHOOL STUDENTS AT SDN 3 LEMO I



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2026

**THE IMPLEMENTATION OF ENGLISH CLUB ACTIVITIES TO
INTRODUCE BASIC ENGLISH VOCABULARY FOR ELEMENTARY
SCHOOL STUDENTS AT SDN 3 LEMO I**

PROJECT

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Faculty of Teacher Training and Education
Universitas Palangka Raya
in partial fulfillment of the requirements
for the degree of
Sarjana Pendidikan

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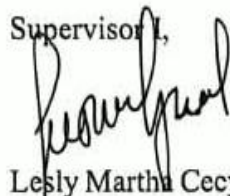
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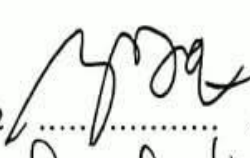


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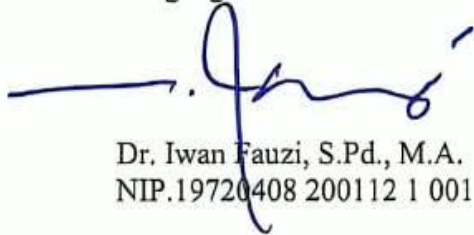
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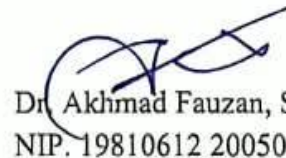
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ABSTRACT

Nabilla, Putri Nabilla. 2026. The Implementation of English Club Activities to Introduce Basic English Vocabulary for Elementary School Students at SDN 3 Lemo I. Final Project Report. Study Program English Language Education, Department of Languages and Arts Education, Faculty of Teacher Training and Education, Universitas Palangka Raya. Advisor I: Lesly Martha Cecylia Meka, Advisor II: Richard Ferry Nugraha.

Keywords: English Club, Basic English Vocabulary, Young Learners

English learning at SDN 3 Lemo I is not a formal subject, limiting students' exposure to English and their opportunities to learn basic English vocabulary. Students also had different levels of English proficiency and literacy skills, while learning media were limited. To address these challenges, this project implemented the English Club ESTIMOSA (ECE) as a safe, supportive, and enjoyable non-formal learning space for fourth-, fifth-, and sixth-grade students at SDN 3 Lemo I. The project focused on introducing basic English vocabulary and expressions through twelve meetings using games, visual aids, songs, and repetition. A qualitative descriptive approach was used to document the program's implementation and students' responses. The findings showed that these activities supported students' participation, vocabulary understanding, and confidence in using English. Games were the most preferred learning activity, while visual media helped students connect vocabulary with concrete meanings, and songs supported engagement and vocabulary retention. The program also provided a low-pressure learning environment that encouraged hesitant students to participate. However, differences in literacy skills affected students' ability to recognize, pronounce, and recall unfamiliar vocabulary, indicating the need for guidance and repeated practice. Overall, ECE provided additional English exposure and supported basic vocabulary learning in a remote school context.

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