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Improving Young Learner Reading Skills Through Interactive Games: A Classroom Action Research at Dynata School, Bali

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Abstract

Reading is one of the fundamental language skills that plays an important role in supporting young learners' academic development and language acquisition. However, many elementary school students experience difficulties in understanding reading texts and achieving satisfactory reading performance. The study aimed to improve students' reading skills through the implementation of Interactive Games in English language learning. Interactive Games were selected because they provide an engaging, student-centered, and motivating learning environment that can increase students' participation and comprehension during reading activities. The study employed Classroom Action Research consisting of two cycles, namely Cycle I and Cycle II. The participants were 30 students. Data were collected through reading tests, observation sheets, and documentation. The findings revealed that the implementation of Interactive Games successfully improved studen' reading skills. In the pre-cycle, only 11 students (36.67%) achieved the Minimum Completion Criteria with an average score of 59.3. After the implementation of Interactive Games in Cycle I, the number of students achieving the KKM increased to 16 students (53.3%) with an average score of 67.3. Furthermore, in Cycle II, 24 students (80%) achieved the KKM with an average score of 71.3. The observation results also showed that students became more active, motivated, and engaged in the learning process. The improvement from 36.67% to 80% of students achieving the KKM indicates that Interactive Games contributed substantially to students' reading achievement and classroom participation. These findings indicate that Interactive Games can create an enjoyable learning environment and effectively improve students' reading achievement. Therefore, Interactive Games are recommended as an innovative teaching strategy to enhance

students' reading skills and participation in English language learning. This study contributes to the growing body of research on game-based language learning by providing empirical evidence of the effectiveness of Interactive Games in improving young learners' reading skills in an elementary school context.

1. Introduction

Reading is one of the essential language skills that plays a significant role in students' academic success and language development (Saarah, 2019). For young learners, reading serves as a foundation for acquiring knowledge, developing vocabulary, and improving overall language proficiency (Sotonade, 2022).Therefore, effective reading instruction is crucial in elementary school education, particularly in English language learning contexts (Suada et al., 2025).

Reading is an ability that must be possessed by several language skills. Reading is also one of the receptive written language skills(Padmadewi et al., 2025). It is called receptive because by reading someone receives information, information and information, and new experiences. Dewi (2019) said that reading is a basic talent that everyone must have because it is closely related to human life. As a result, reading skills are very important in human life. Reading is a method of capturing information contained in writing.

Everything that is obtained from reading allows someone to strengthen their thinking skills, sharpen their views and broaden their horizons(Mastika et al., 2023). The reading skills obtained at the beginning of reading greatly influence the deepening of reading skills, because the skills behind the next skills, reading skills, really need the attention of teachers, starting reading in grade 1 of elementary school is the basis for further learning(Artini et al., 2025). As a foundation must be strong and solid, so it must serve and function effectively and seriously.

Patience and thoroughness are the main characteristics of students who are usually diligent, but not in learning situations where the material presented has not been fully absorbed and understood by students. The teacher also verbally explains the meaning of the text read and examples on the board, but some students still do not understand when asked to answer questions in the lecture (Sari & Lestaria, 2023).

Reading is not merely the process of recognizing written symbols but also involves constructing meaning from texts through interaction between readers and written information. According to reading comprehension theory, successful reading occurs when learners are able to connect prior knowledge with new information presented in the text. Therefore, reading instruction should provide meaningful learning experiences that actively engage students in understanding and interpreting texts rather than simply decoding words. For young learners,

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reading activities should be designed to be enjoyable, interactive, and developmentally appropriate in order to sustain attention and support comprehension.

In Elementary School, reading learning is adjusted to the grouping of lower or upper classes. For lower grade students, the beginning of reading is a preliminary step in the learning process. Reading in the lower grades begins with reading letters, words, and short sentences and focuses on the accuracy of pronouncing the text so that students can read it correctly will be the foundation and basis for students to follow the learning process and the success of the student learning process. In the process that occurs in the field, there are still many cases that young learners have difficulty learning to read. This is because the learning activities seem boring and make young learners not feel bored and not interested in paying attention to the teacher when they are about to do the learning process. This can probably be overcome by adopting learning that is more enjoyable for students.

One of the learning methods that can be used by teachers so that the learning process is not boring is by conducting learning using interactive games. Interactive games are games that involve many participants in their implementation. So that interactive games continue to strive to hone children's motor skills and help children's cognitive development. Interactive games also provide something interesting for children to focus on following the learning that is done. Interactive games can be used by teachers to continue to attract students' attention because the application of learning is done while playing.

The implementation of Interactive Games in language learning can also be explained through the perspectives of Gamification Theory and Constructivist Learning Theory. Gamification refers to the integration of game elements into educational activities to increase learners' motivation, engagement, and participation. Through rewards, challenges, competition, and collaboration, students become more interested in learning activities. Meanwhile, Constructivist Learning Theory emphasizes that learners actively construct knowledge through meaningful experiences and social interaction. Interactive Games provide opportunities for students to explore, interact, solve problems, and build understanding collaboratively, making learning more effective and enjoyable.

There are several types of interactive games, such as flashcards. Flashcards are cards that contain information about pictures and writing that teachers can use to teach and apply them by playing games. In addition, there is the game "Find Someone Who ...". This game is a game activity that involves students or learners to find someone in the class according to a description, information, and certain instructions.

Research on the use of interactive games in learning has previously been conducted by several researchers. Researchers Saputra et al., (2021) which states that game-based English learning is very helpful for teachers and students in learning activities. This is evidenced by student activity and increased grades that

occur due to the use of interactive game methods in learning. However, there are shortcomings to this method, where based on research students often feel anxious and pressured to answer questions correctly among other groups. In addition, interactive games must also be changed in type at each meeting so that students do not get bored with 1 game.

Then there is a study conducted by Shamir et al., (2019) stating that interactive games have a positive impact on the learning outcomes of young learner students. This is indicated by the increase in the final year scores shown by kindergarten, first grade, and second grade students involved in this study. These results were observed with the literacy test substrand. The increase in student abilities is indicated by the consistency of the scores of students involved in the research process. However, this cannot be used as a benchmark because the scale of the research is still relatively small. Although the research sample is quite large with various class levels taken, the scope of the study only covers one school where the school uses English as their second language. Therefore, this study cannot be used as a benchmark for further research.

Furthermore, research conducted by Syakur (2020) states that the advantages of using board games in teaching speaking to young learners. Board games provide a unique and interesting learning impression for students. Until finally, the students follow the learning well and enjoyably. Then board games also improve students' speaking skills. This is shown by the results of the study conducted by testing students' communication skills with other students which will then be assessed. The results obtained were that students had higher scores than before, which states that the use of board games is one of the effective things to integrate into learning.

Despite the positive findings reported in previous studies, several important gaps remain. Previous studies primarily investigated the effectiveness of interactive games in improving general learning outcomes, literacy development, speaking skills, or overall classroom engagement. Although these studies demonstrated positive impacts, limited attention has been given to examining how interactive games specifically contribute to the development of reading skills among young learners in English language learning contexts.

Reading requires different cognitive processes from speaking or general literacy activities because learners must identify vocabulary, construct meaning, and comprehend written texts simultaneously. Therefore, findings from studies focusing on other language skills cannot automatically be generalized to reading instruction. Furthermore, few studies have explored the implementation of interactive games for reading instruction within elementary school settings in Indonesia, particularly through Classroom Action Research. This gap highlights the need for further investigation into how interactive games can improve young learners' reading achievement and classroom participation.

In addition, preliminary observations conducted at Dynata School, Bali,

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revealed that some young learners experienced difficulties in understanding reading materials and maintaining their engagement during reading activities. Traditional teaching approaches tended to make students passive and less motivated to participate actively in the learning process. As a result, students often encountered challenges in comprehending texts and answering reading comprehension questions. Considering these classroom conditions, an innovative and engaging instructional strategy is needed to improve students' reading skills and learning participation. Interactive games were selected because they provide opportunities for students to learn in a more enjoyable, student-centered, and motivating environment.

Conceptually, the implementation of Interactive Games is expected to influence students' reading achievement through several interconnected mechanisms. Interactive Games can increase students' motivation by creating enjoyable learning experiences. Increased motivation encourages greater classroom participation and engagement during reading activities. As students become more actively involved in learning, they gain more opportunities to practice reading, understand vocabulary, and comprehend texts. Consequently, improved participation and engagement are expected to contribute positively to students' reading achievement.

Based on the research gap and classroom problems identified above, this study was guided by the following research questions is how can the implementation of Interactive Games improve the reading skills of young learners at Dynata School, Bali and to what extent does the implementation of Interactive Games improve students' reading achievement and classroom participation?

This study employed Classroom Action Research (CAR) because the primary objective of the research was not only to investigate a phenomenon but also to solve an existing classroom problem and improve students' reading performance through continuous instructional improvement. Classroom Action Research allows teachers and researchers to implement, observe, evaluate, and refine teaching strategies through cyclical stages of planning, action, observation, and reflection. Therefore, CAR was considered the most appropriate research design for examining the effectiveness of interactive games in improving young learners' reading skills within the specific context of Dynata School, Bali.

Based on the explanation and previous research data that have been conducted by previous researchers, finally the author is interested in conducting research entitled "Teaching Reading to Young Learners Through Interactive Games in Dynata School, Bali". The author somewhat modified this research, namely focusing on the reading ability of young learners. This is different from previous studies. Where previous studies were oriented towards general student learning outcomes and student speaking ability results. Therefore, this research is expected to be something new to continue to realize innovative research in the world of education.

2. Method

This study employed Classroom Action Research (CAR) to improve students' English reading skills through the use of Interactive Games. Classroom Action Research is a systematic approach conducted in the classroom setting to solve learning problems and improve student learning outcomes through a cyclical process of planning, action, observation, and reflection. The research consisted of a pre-cycle, Cycle I, and Cycle II. Each cycle included four stages: planning, action, observation, and reflection.

The subjects of this study were 30 second-grade students at Dynata School, Bali, during the 2025 academic year. The participants were approximately 7–8 years old and consisted of both male and female students. Based on classroom observations and teachers' reports, the students were at a beginner level of English proficiency and experienced difficulties in reading comprehension, vocabulary recognition, and understanding simple English texts. Therefore, they were selected as the participants of this study because they required instructional support to improve their reading skills.

In Cycle I, the researcher prepared learning materials, lesson plans, students' worksheets, observation sheets, and Interactive Games as the instructional media. During the action stage, the teacher implemented the learning activities using Interactive Games in two meetings. The learning process consisted of three main activities: introduction, main activity, and closing activity. During the introduction stage, the teacher introduced the lesson and motivated students to participate in the learning activities. In the main activity, students learned English reading materials through Interactive Games designed to encourage active participation and understanding of the lesson. In the closing activity, the teacher summarized the lesson and provided feedback to students. The Interactive Games implemented in this study included Flashcard Games and "Find Someone Who" activities. Flashcard Games were used to help students recognize vocabulary, match words with pictures, and identify key information from reading texts. Meanwhile, the "Find Someone Who" activity encouraged students to interact with their classmates while reading and understanding simple written instructions. The games were integrated into the main learning activities and were implemented in every meeting throughout Cycle I and Cycle II. Through these activities, students were expected to participate actively, improve vocabulary understanding, and develop better reading comprehension skills.

The observation stage was conducted simultaneously with the implementation of the action. The observation sheet consisted of several indicators related to students' learning behavior during the implementation of Interactive Games. These indicators included students' participation in classroom activities, attention to the lesson, willingness to answer questions, ability to follow game instructions, interaction with peers, and overall engagement during reading

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activities. The observation results were used to evaluate students' responses to the learning strategy and identify areas for improvement in the subsequent cycle. The researcher observed and recorded students' participation, responses, engagement, and learning progress during the learning process. The results of the observation were used to identify both strengths and weaknesses of the implemented strategy. At the reflection stage, the researcher evaluated the results obtained from Cycle I to determine whether the objectives of the study had been achieved. The findings from the reflection stage were used to plan improvements for the next cycle.

Cycle II was conducted based on the reflection results from Cycle I. The procedures in Cycle II were similar to those in Cycle I and included planning, action, observation, and reflection. Necessary improvements were made to address the weaknesses identified in the previous cycle. The purpose of Cycle II was to enhance the effectiveness of the learning activities and achieve the predetermined success criteria.

The data were collected using qualitative and quantitative techniques. Qualitative data were obtained through classroom observations using observation sheets. These observations were conducted to record students' participation, classroom interactions, and responses during the implementation of Interactive Games. Quantitative data were collected through reading tests administered before and after the implementation of the learning activities. The tests were used to measure students' improvement in English reading skills.

The instruments used in this study were observation sheets and reading tests. To ensure the quality of the research instruments, the reading test and observation sheet were reviewed by English language teaching experts and classroom teachers before implementation. The instruments were designed based on the learning objectives and reading competencies expected from second-grade students. The observation sheet was used consistently throughout the research cycles, while the reading tests were administered using similar levels of difficulty to ensure the comparability of students' achievement across cycles. Observation sheets were designed to assess students' engagement and participation during classroom activities, while reading tests were used to evaluate students' reading achievement and learning progress throughout the research cycles.

Ethical considerations were taken into account throughout the research process. Permission to conduct the study was obtained from the school administration and classroom teacher. The research activities were conducted as part of regular classroom instruction, and students' identities were kept confidential by using anonymous reporting in the research findings. The collected data were used solely for academic purposes and research reporting.

The collected data were analyzed using both qualitative and quantitative methods. Qualitative data obtained from classroom observations were analyzed descriptively to identify students' responses, participation, and learning behavior during the implementation of Interactive Games. Quantitative data were analyzed

by calculating students' scores and the percentage of students who achieved the Minimum Mastery Criterion (KKM). The percentage of students who achieved the KKM was calculated using the following formula:

$$P = \frac{F}{N} \, x \, 100\%$$

Description:

P = Percentage

F = Number of students who achieve KKM (Minimum Completion Criteria)

N = Number of students in the class

The effectiveness of Interactive Games was determined by comparing students' achievement in the pre-cycle, Cycle I, and Cycle II. Improvements were analyzed through changes in average scores and the percentage of students achieving the Minimum Mastery Criterion (KKM). In addition, qualitative observation data were used to support the interpretation of students' behavioral changes, participation, and engagement during the learning process. The implementation of Interactive Games was considered successful if at least 75% of the students achieved the Minimum Mastery Criterion (KKM).

3. Result

The results of this Classroom Action Research were obtained through reading tests and classroom observations conducted during the pre-cycle, Cycle I, and Cycle II. The findings focus on students' reading achievement and classroom participation following the implementation of Interactive Games. Quantitative data were collected from reading test scores, while qualitative data were obtained from classroom observations. The author found data from the results of the pre-test that only a few students got a minimum completeness criteria score of 68, below is a table of values obtained by students in doing the pre-test before learning using interactive games.

Table 1. Initial Value Of Stundents

No	Students	Initial Value	Minimum Completion Criteria Value
1	Students 1	40^	68
2	Students 2	60^	68
3	Students 3	70	68
4	Students 4	70	68
5	Students 5	80	68
6	Students 6	60^	68
7	Students 7	50^	68
8	Students 8	50^	68
9	Students 9	40^	68
10	Students 10	60^	68

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11	Students 11	80	68
12	Students 12	80	68
13	Students 13	70	68
14	Students 14	50^	68
15	Students 15	70	68
16	Students 16	60^	68
17	Students 17	60^	68
18	Students 18	50^	68
19	Students 19	70	68
20	Students 20	40^	68
21	Students 21	30^	68
22	Students 22	30^	68
23	Students 23	70	68
24	Students 24	60^	68
25	Students 25	60^	68
26	Students 26	80	68
27	Students 27	70	68
28	Students 28	50^	68
29	Students 29	60^	68
30	Students 30	60^	68

Source: Primary Data, Researcher (2025).

Description

(^) Students who have not been able to determine the minimum completion criteria, namely 68

In determining the percentage of improvement in students' abilities in the class, it is as follows:

$$P = \frac{F}{N}\ x\ 100\%$$

$$P = \frac{11}{30}\ x\ 100\%$$

P = 36,67%

Judging from the results of the pre-test conducted by students, it was found that only 11 people or around 36.67% of students were able to complete the student worksheets completely. The remaining 19 students were unable to achieve the minimum completion criteria score from the student worksheets given to them. As stated at the beginning, the minimum completion criteria score is 68. The pre-cycle results indicate that most students experienced difficulties in achieving the Minimum Completion Criteria (KKM). Classroom observations revealed that many students had limited vocabulary knowledge, encountered difficulties in understanding reading texts, and tended to be passive during reading activities.

Several students were reluctant to answer questions and showed low participation during classroom discussions. These findings confirmed the need for an instructional strategy that could increase students' engagement and improve their reading performance.

After this activity, the author observed and conducted observations by recording the things observed during the learning activities carried out by the teacher and students in progress. This observation activity was carried out to determine the reading abilities and skills of students after the application of interactive games in English learning. At this stage of the activity, all observation activities were carried out using observation sheets that had been prepared in advance to see the effectiveness of the application of interactive games that had been carried out during learning.

Based on table 1, author found that learning using interactive games has been carried out by the teacher, although the implementation has not been running optimally due to students who are less active, students who do not respond well to teachers, and there are still students who still do not understand the material given because they do not prepare themselves to learn at school. Only some students responded well to learning activities using interactive games carried out by the teacher. After the evaluation, the author then designed a learning strategy using interactive games so that it would run better and could attract students' attention to be more focused on learning. After this was done, it was found that there was an increase in English reading skills carried out by students.

The observation results from Cycle I showed positive changes in students' classroom behavior. Compared to the pre-cycle condition, more students participated actively in learning activities and demonstrated greater interest in reading tasks. Students were more willing to answer questions, follow game instructions, and collaborate with their peers during classroom activities. However, some students still experienced difficulties in understanding reading texts and required additional guidance from the teacher. Consequently, several improvements were planned for Cycle II to maximize students' participation and reading achievement.

This is indicated by the increase in student scores in cycles 1 and 2 as below:

Table 2. After Cyclus Value

No	Students	Minimum Completion Criteria Value	Initial Value	Post Test Cycle 1	Post test Cycle 2
1	Students 1	68	40	60	70
2	Students 2	68	60	60	70
3	Students 3	68	70	70	70
4	Students 4	68	70	80	80
5	Students 5	68	80	80	80

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6	Students 6	68	60	60	70
7	Students 7	68	50	70	70
8	Students 8	68	50	70	80
9	Students 9	68	40	60	60
10	Students 10	68	60	60	70
11	Students 11	68	80	80	80
12	Students 12	68	80	80	90
13	Students 13	68	70	80	80
14	Students 14	68	50	60	70
15	Students 15	68	70	70	70
16	Students 16	68	60	70	70
17	Students 17	68	60	60	60
18	Students 18	68	50	60	60
19	Students 19	68	70	70	70
20	Students 20	68	40	60	60
21	Students 21	68	30	60	60
22	Students 22	68	30	50	70
23	Students 23	68	70	80	80
24	Students 24	68	60	70	70
25	Students 25	68	60	70	80
26	Students 26	68	80	80	80
27	Students 27	68	70	70	70
28	Students 28	68	50	60	60
29	Students 29	68	60	60	70
30	Students 30	68	60	60	70
Total			1780	2020	2140
Average			59,3	67,3	71,3
Completed			11	16	24
Not Completed			19	14	6

Source: Primary Data, Researcher (2025)

Based on Table 2, students' learning outcomes showed a consistent improvement from the initial test to Cycle I and Cycle II after the implementation of Interactive Games. The average score increased from 59.3 in the initial test to 67.3 in Cycle I and further increased to 71.3 in Cycle II. This indicates that students' achievement improved gradually throughout the action research process.

The improvement in students' reading achievement can be observed through the increase in average scores across the research cycles. The average score improved from 59.3 in the pre-cycle to 67.3 in Cycle I, representing an increase of 8 points. Furthermore, the average score increased to 71.3 in Cycle II, indicating an overall improvement of 12 points from the initial condition. Similarly, the percentage of students achieving the KKM increased from 36.67% in the pre-cycle to 53.3% in Cycle I and reached 80% in Cycle II. These results demonstrate a

consistent positive trend in students' reading achievement throughout the implementation of Interactive Games.

In terms of learning completeness, the number of students who achieved the Minimum Completion Criteria (KKM) score of 68 also increased significantly. In the initial test, only 11 students (36.7%) reached the KKM, while 19 students (63.3%) did not achieve the required score. After the implementation of Interactive Games in Cycle I, the number of students who achieved the KKM increased to 16 students (53.3%), whereas 14 students (46.7%) were still categorized as not completed. Furthermore, the results of Cycle II demonstrated a more substantial improvement. A total of 24 students (80.0%) successfully achieved the KKM, while only 6 students (20.0%) remained below the minimum criterion. This result exceeded the success indicator of the study, which required at least 75% of students to achieve the KKM.

The observation results in Cycle II demonstrated greater improvement in students' engagement and participation. Most students actively participated in classroom activities, responded enthusiastically to the Interactive Games, and showed increased confidence when completing reading tasks. Students were able to recognize vocabulary more accurately, follow reading instructions more effectively, and interact positively with their classmates. These behavioral improvements were consistent with the increase in students' reading achievement recorded in the reading tests.

The findings indicate that the use of Interactive Games had a positive impact on students' learning achievement. The increase in average scores, along with the higher percentage of students achieving the KKM from one cycle to the next, suggests that Interactive Games effectively enhanced students' understanding and participation in the learning process. Therefore, the implementation of Interactive Games can be considered successful in improving students' learning outcomes.

Table 3. Report on Student' Reading Ability Improvement

No	Evaluation	Number of Completions		Percentage		Average
		Complete	Not Complete	Complete	Not Complete	
1	Pre-Cyclus	11	19	36,67%	63,33%	59,3
2	Cyclus 1	16	14	53,3%	46,6%	67,3
3	Cyclus 2	24	6	80%	20%	71,3

Source: Primary Data, Researcher (2025)

Based on the Table 3, in cycle 1 and cycle 2 there is a significant increase in reading ability in students. This is indicated by the increase in scores experienced by students who initially only had an average score of 59.3 in the pre-test or only around 36.67% of students achieved the minimum passing criteria score of 68. Below is a graph of the increase in student scores from the pre-test to the post-test in cycle 1 and cycle 2.

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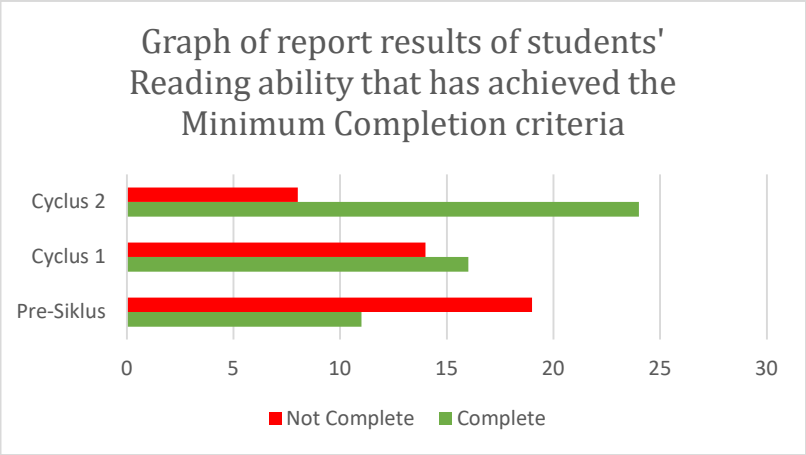

Fiqure 1. Graph of student score improvement each cycle

Based on figure 1, the scores obtained by students before the implementation of learning using interactive games are still relatively low because there are only 11 people or around 36.67% of students who can complete the Student Worksheet which is done with a score above the minimum completion criteria, namely a score of 68. Then, the use of interactive games is applied in learning in cycle 1 which is carried out through the planning, implementation, observation, and reflection stages which are then found that there is a significant increase shown by students in improving their English reading skills by students. This is indicated by an increase in the scores obtained by students in completing the student worksheet where in cycle 1 there are 16 students who can complete the student worksheet by getting a score above the minimum criteria, namely 68 and there are still 16 people who are still unable to achieve the minimum criteria for learning English.

Then in the second cycle, after reflection and designing a better learning strategy, there was a more significant increase among students, namely 24 people or around 80% of students who were able to complete the student worksheets with scores above the minimum completion criteria. Only 8 people or 20% of students were unable to complete the student worksheets completely and got scores below the minimum completion criteria. Based on the results obtained after conducting the pre-cycle test, then cycles 1 and 2, we can conclude that interactive games can improve students' English reading skills.

Therefore, the use of interactive games can be an innovation for teachers to attract students' attention and provide pleasure for students so that students can follow the learning well and not get bored. When students continue to follow the learning without getting bored, the knowledge given to students will be better absorbed and students can understand the material and knowledge given during the teaching and learning process.

4. Discussion

The findings of this study demonstrated that the implementation of Interactive Games improved students' reading achievement and classroom participation. The percentage of students who achieved the Minimum Completion Criteria (KKM) increased from 36.67% in the pre-cycle to 80% in Cycle II. In addition, classroom observations revealed that students became more active, motivated, and engaged during reading activities. These findings suggest that Interactive Games can serve as an effective instructional strategy for teaching reading to young learners.

The improvement in students' reading achievement can be explained through the perspective of Gamification Theory. Gamification refers to the integration of game elements into learning activities to increase learners' engagement, motivation, and participation. Through interactive games, students were exposed to challenges, competition, collaboration, and immediate feedback, which encouraged them to participate more actively in the learning process. As a result, students showed greater interest in reading activities and became more willing to engage with reading materials. This finding supports the studies of Nitiasih et al., (2022)and Nitiasih et al., (2020), which found that gamified learning activities significantly improved students' reading comprehension and learning motivation.

The findings can also be interpreted through the lens of Constructivist Learning Theory, which emphasizes that learners actively construct knowledge through meaningful experiences and social interaction. During the implementation of Interactive Games, students were not merely passive recipients of information. Instead, they actively interacted with learning materials, collaborated with classmates, and solved learning tasks through game-based activities. These experiences enabled students to construct understanding from reading texts more effectively. The interactive nature of the games provided opportunities for students to connect new vocabulary and reading content with their prior knowledge, resulting in improved reading comprehension.

Furthermore, the positive changes observed in students' participation can be explained using Self-Determination Theory (SDT). According to SDT, students are more motivated when three basic psychological needs are fulfilled: autonomy, competence, and relatedness. Interactive Games allowed students to make decisions during activities, experience success through achievable challenges, and interact with their peers in a supportive learning environment. These conditions helped increase students' intrinsic motivation, which contributed to their greater participation and persistence in completing reading tasks.

The observation results revealed that students became more confident, enthusiastic, and willing to participate in classroom activities during Cycle II. This finding is consistent with Motivation Theory, which suggests that enjoyable and meaningful learning experiences can positively influence students' learning

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behavior and academic performance. Interactive Games created a more enjoyable classroom atmosphere, reducing students' anxiety and encouraging active involvement in learning activities. Consequently, students became more focused on reading tasks and demonstrated better performance in reading assessments.

The findings of this study are consistent with previous research. Widiantari et al., (2023) show that interactive learning media increased students' engagement and participation during learning activities. Wijaya et al., (2025)found that game-based learning activities improved students' comprehension of reading texts and enhanced their motivation to learn English. Adnyani et al., (2022)also argued that interactive learning strategies encourage students to actively construct meaning from texts, resulting in improved learning outcomes. Therefore, the present study strengthens existing evidence that interactive and game-based learning activities can effectively support the development of reading skills among young learners.

Despite the positive findings, several limitations should be acknowledged. First, the study involved only 30 students from one elementary school, limiting the generalizability of the findings. Second, six students remained below the Minimum Completion Criteria (KKM) in Cycle II. This indicates that although Interactive Games were effective for most students, some learners may require additional instructional support, more individualized guidance, or alternative learning strategies to achieve optimal learning outcomes. Finally, the study focused exclusively on reading skills; therefore, future research may explore the effectiveness of Interactive Games in improving other English language skills such as listening, speaking, and writing.

The findings indicate that Interactive Games can improve young learners' reading achievement by increasing motivation, engagement, classroom participation, and opportunities for meaningful learning experiences. Through the integration of gamification principles and constructivist learning practices, Interactive Games provide an effective and enjoyable learning environment that supports the development of reading skills among young learners.

5. Conclusion

Based on the findings of this study, English teachers are recommended to use Interactive Games as an alternative learning strategy in teaching reading. The results showed that the implementation of Interactive Games successfully improved students' reading achievement, as indicated by the increase in the percentage of students who achieved the Minimum Completion Criteria (KKM) from 36.67% in the preliminary test to 80% in Cycle II. Therefore, Interactive Games can be utilized to create a more engaging, interactive, and enjoyable learning environment for students.

Furthermore, future researchers are encouraged to conduct similar studies involving larger samples, different educational levels, or other English language skills such as listening, speaking, and writing. Further research may also explore

the use of different types of educational games to determine their effectiveness in enhancing students' learning outcomes and motivation in English language learning.

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