

THE APPLICATION OF FUN LEARNING IN VOCABULARY TEACHING USING GAME AND SONG: CASE STUDY AT NEW CONCEPT SEMARANG ENGLISH LANGUAGE

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Abstract

Learn English vocabularies is one of the most important lessons in students' development in the classroom. By mastering English vocabulary, students can do pronunciation and good enough intonation in English. The problem that occurs is that educational units must use English to learn, so from these problems, researchers use the fun learning method to help students in learning English vocabulary. The use of fun learning methods can help students in the process of improving their English vocabulary learning. This method can increase students' enthusiasm and interest in learning English vocabulary through a fun learning process so that it does not make students bored. Based on the results of the discussion, the author draws the following conclusions: (1) At first, the teacher's teaching method was not in accordance with the Fun Learning approach. However, the teacher adapted the method into a Fun Learning method by showing attention to the students and adjusting her teaching techniques to suit the individual characteristics and abilities of the students during the learning process. (2) As a result of implementing the Fun Learning method, significant changes were seen in students' learning outcomes. These changes included improved grades and increased memorization ability among the students.

Keywords: *Learning English Vocabulary, Fun Learning*

INTRODUCTION

Language can be described as a means of communication that consists of sounds, symbols, and rules governing their arrangement to convey significance. As per Algeo (2005), language refers to a customary and widely accepted arrangement of vocal signals that facilitates communication among individuals. Language can be spoken, written, or signed, and it is constantly evolving, adapting to the needs and circumstances of its users. Through language, humans are able to create and transmit culture, knowledge, and social norms, and it plays a critical role in shaping individual and collective identities. A form of interaction between individuals and other individuals, in the world of education language, become one of the compulsory subjects in every unit of education.

H. Horne (Retno Listyarti 2012: 2) defines education as an ongoing process that involves the progressive development of individuals who have attained physical and mental maturity, possess freedom, and are conscious of the presence of God as reflected in the natural environment, as well as the intellectual, emotional, and moral aspects of human beings. Education encompasses the comprehensive process of acquiring knowledge, skills, values, and attitudes through diverse avenues of learning, including formal education,

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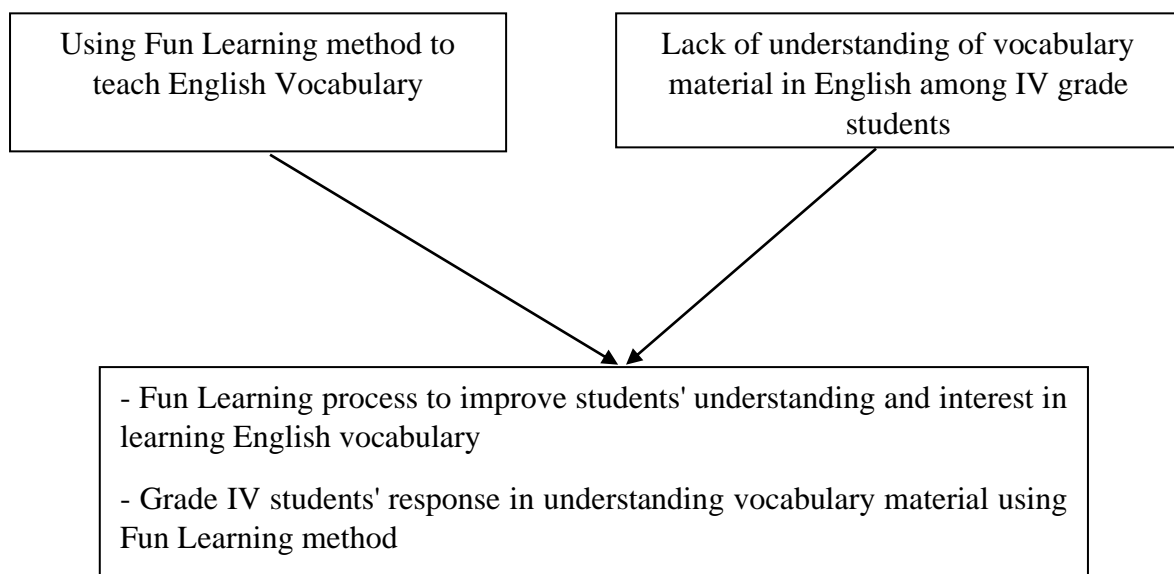
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training, and personal experiences. The goals of education may vary depending on the context, but they often include promoting intellectual and personal development, fostering critical thinking and creativity, building social and emotional competencies, and preparing individuals for future careers and roles in society.

Learning English is an essential skill for individuals who want to communicate effectively in today's globalized world. It can open up many opportunities for personal and professional growth, including international travel, education, and career advancement. In addition, applying good study strategies helps learners improve their communication skills. According to Chamot, learning strategies are the thoughts and actions that learners use to achieve learning goals. These strategies recognize learners as active and responsible individuals who are aware of their needs and goals when engaging in the learning process.

Fun learning is one of the learning methods where the classroom atmosphere is comfortable so that students can think with full concentration in the implementation of learning. Brown (1994: 3) emphasizes the significance of vocabulary in foreign language learning. Vocabulary serves as a fundamental component of language learning and growth, with the expansion of one's vocabulary being an ongoing process that necessitates consistent practice and exposure to new words and expressions.

THEORETICAL FRAMEWORK



METHODOLOGY

In this section, the researcher used qualitative case study methodology. In this study, the researcher applied a case study research design involving observations, questionnaires, and

interviews to measure the Fun Learning Method that can be used meaningfully and to measure students' responses about the English vocabulary learning process using the Fun Learning Method. In this study, the researcher conducted the research by involving the participants of fourth grade students in New Concept English course Semarang, as well as the English teacher who happened to be the class teacher in the class.

FINDINGS AND DISCUSSION

A. FINDINGS

a) The learning process of fun learning method to increase students' vocabulary learning interest

The results of research conducted through direct observation, the teacher first prepares teaching materials to be used such as media and materials used in the learning process. In applying the fun learning method the teacher first prepares the things used for the learning process. Here the teacher first prepares teaching materials for learning English vocabulary using the fun learning method.

The process of preparing learning materials involves several steps. First, the English vocabulary learning material is written. Next, the learning objectives are determined, followed by the selection of an appropriate learning method. English learning activities are then formulated, which include various steps; a) the teacher presents the teaching materials and motivates the students, providing information about the implementation procedure of learning English vocabulary using a fun learning method. b) The teacher guides the students in pronouncing the vocabulary and explaining the previous material, repeating the pronunciation and meaning until the students are fluent. c) Students follow along with the teacher's pronunciation and meaning repeatedly until they are fluent in pronunciation. d) Once the students are sufficiently fluent, the teacher writes the spelling of the vocabulary on the blackboard while reciting it again. e) After observing the spelling on the blackboard, students rewrite the spelling in their books, guided by the teacher's pronunciation and meaning f) the students' work is collected and given to the teacher. g) The teacher randomly selects students to demonstrate pronunciation, writing, and meaning to the class. h) Each student receives an assessment.

Additionally, the process involves determining the media, tools, materials, and learning resources to be used, as well as assessing the value of the learning outcomes. To summarize, the application of the fun learning method involves the teacher conveying objectives and motivating students, providing information about the procedure for implementing English vocabulary learning using the fun learning method. The teacher guides students in pronunciation and repetition until fluency is achieved. Spelling is introduced on the board, and students rewrite it in their books. The teacher collects and assesses the student's work, and students take turns demonstrating their skills. The method also incorporates group activities and the use of visuals and real objects to enhance learning. Evaluations may include assignments, as well as discussions or group work to foster collaboration and exchange of ideas.

Overall, the analysis suggests that the teacher prepares materials and media, applies the fun learning method individually, utilizes visuals and real objects, and conducts evaluations through assignments and group discussions. This approach aims

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to create a harmonious learning environment and foster cooperation among students, promoting active and collective learning.

b) Student's responses to the learning process of using a fun learning method to increase student's vocabulary interest

This study involved 9(nine) respondents aged 10-11 years, all of whom completed a questionnaire. The results of the questionnaire provided insights into the students' perspectives on various aspects related to vocabulary learning:

NO.	QUENSIONNARE	INTERVIEWS
1.	The results of the respondents regarding vocabulary knowledge are as many as 9 student respondents said that students can remember the vocabulary that has been taught.	From the results of interviews that have been conducted with students in the following interview excerpts: <i>"Little by little I can remember by doing practice questions given by the teacher so that students can easily and quickly remember."</i>
2.	a) The results of respondents regarding vocabulary learning strategies vary greatly. There are also by repeating words 5 student respondents, by writing 1 student respondent by using pictures, namely 6 student respondents.	From the results of interviews conducted with students in the following interview excerpts: <i>"By rewriting words and repeating words, I find it easier to remember vocabulary, and using pictures is also easier to learn."</i>
	b) The way students learn vocabulary learning varies greatly. By using pictures or visual media, namely 5 student respondents, by using explanations from teachers verbally, namely 9 student respondents, and by repeating words verbally, namely 5 student respondents.	From the results of interviews conducted with students in the following interview excerpt: <i>"With the teacher explaining or explaining vocabulary learning using pictures repeatedly, words make learning easier"</i>
3.	a) The results of student respondents regarding the way of learning provided by the teacher are easy to understand and accepted by students, as many as 9 student respondents stated that learning is easy to understand.	From the results of interviews conducted with students in the following interview excerpt: <i>"The way the teacher teaches is very easy to accept because he teaches slowly and is also often given practice questions so that it is easy to understand"</i>
	b) The results of student respondents regarding the function of the teacher to help students in difficulty remembering vocabulary, as many as 9 student respondents stated that the teacher helped	From the results of interviews conducted with students in the following interview excerpt: <i>"The teacher really helps students in difficulty remembering vocabulary by explaining the material again by showing pictures"</i>

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	students in understanding vocabulary.	
4.	a) The results of 9 student respondents regarding the vocabulary learning methods used by teachers are very easy to accept and quite fun for students.	From the results of interviews that have been conducted with students in the following interview excerpts: <i>"The vocabulary learning method used is very fun because the teacher explains slowly and can use cell phones so as not to get bored."</i>
	b) The results of student respondents regarding the atmosphere in vocabulary learning, there are students who feel excited, namely 5 student respondents and 4 student respondents who feel sometimes bored in vocabulary learning.	From the results of interviews that have been conducted with students in the following interview excerpts: <i>"When learning begins, students feel very excited because they can meet their friends and the teacher is fun. As for those who feel sometimes bored because they have to wait for their friends to finish doing the practice questions given by the teacher."</i>
5.	a) The results from 9 student respondents regarding the teacher giving feedback during vocabulary learning.	From the results of interviews conducted with students in the following interview excerpts: <i>"Praise or feedback during learning given by the teacher makes students feel more enthusiastic about learning."</i>
	b) The results of student respondents regarding teacher assistance are very helpful to students when difficulties as many as 9 student respondents.	From the results of interviews that have been conducted with students in the following interview excerpt: <i>"Teacher assistance is very helpful for students when learning because it is explained slowly so that it is easy to understand"</i>
6.	Assessment, the results of student respondents regarding assessment can be seen from the tasks given by the teacher which are very varied and when learning takes place in class students can also answer questions given by the teacher, namely 9 student respondents.	From the results of interviews that have been conducted with students in the following interview excerpt: <i>"Students are given assignments every day by the teacher sometimes given homework assignments because the assignments vary greatly there is animation in the package book. Students also often answer questions during class so that they are easy to memorize so that they are rewarded"</i>
7.	a) The results of student respondents regarding mastery of vocabulary learned in students, there is 1 student respondent who cannot master vocabulary because it is	From the results of interviews that have been conducted with the students in the following interview excerpt: <i>"Students already feel that they have mastered a lot of new vocabulary so some</i>

difficult to remember and 8 student respondents can master new vocabulary during learning.	<i>sometimes forget. As for those who cannot master vocabulary because it is difficult to memorize"</i>
b) The results of student respondents regarding the use of vocabulary in sentences, there are students who cannot use vocabulary in sentences as many as 4 student respondents and 5 student respondents can use vocabulary in sentences.	From the results of interviews conducted with students in the following interview excerpt: <i>"Students are not used to using vocabulary in sentences because they are still confused and do not understand. As for those who can already use it in sentences with pictures and tenses"</i>

Based on the questionnaire and interview data, it can be concluded that the use of fun learning methods in vocabulary learning was preferred by the students in this study. The students responded positively to learning English with a fun learning method, expressing agreement, happiness, interest, and motivation. They also felt that it helped them remember and understand English more easily. The interview results indicated that the students found the teacher's explanations easy to comprehend and were not troubled by the exercises. They were comfortable asking the teacher for clarification when needed.

In summary, the individual-based fun learning method used by the teacher was well-received by the students for learning English vocabulary. The students easily understood the material, were highly engaged, and experienced no difficulties with assignments. They enjoyed learning together, and the teacher found it easier to assess their progress. Overall, the material presented was easily comprehensible to the students, and the use of various media sources sparked their interest in the learning process.

B. DISCUSSION

4.1 The Learning Process Of The Fun Learning Method Used To Enhance Students' Interest In Learning Vocabulary In The New Concept Semarang English Language

Fun learning refers to an enjoyable and stimulating approach to education that focuses on the mental state or psychology of students, as well as the overall learning environment. By incorporating engaging and enjoyable methods, fun learning creates a comfortable and harmonious atmosphere for teaching and learning activities. This approach aims to cultivate a sense of affection and eagerness for learning among students, fostering a positive and enthusiastic attitude toward acquiring knowledge. This is in line with the study of Neni Lestari (2022) that fun learning is a fun and exciting learning step that centres on the mental or psychological state of students and the environmental atmosphere in carrying out teaching and learning activities. Because fun learning will make children feel unburdened or not forced to learn. Fun learning refers to an approach to education or learning that emphasizes enjoyment, engagement, and enthusiasm as key elements of the learning process. The fun learning process that has been carried out has a positive impact on students, this fun learning method can make it easier for students to learn English, especially vocabulary. This fun learning can make students have curiosity, and make students dare to try, dare to ask, dare to

express their opinions, including guessing, singing, telling stories, and playing while learning.

The steps of implementing fun learning include the teacher conveying all learning objectives and motivating students. The teacher guides students on how to pronounce the vocabulary given at the beginning of the lesson by explaining the previous material. As well as pronouncing the word repeatedly along with its meaning until students master the pronunciation. Students then follow the words and their meanings as the teacher says over and over again until they master the pronunciation. When the students have mastered the pronunciation perfectly, the teacher writes the spelling of the learned words on the board while pronouncing them. Then, after the students observe the spelling on the board, the teacher erases the spelling on the board, then the teacher asks the students to rewrite the spelling on the board, the teacher pronounces the learned vocabulary and spells it. On the board, write the meaning of the word, then students write it in their notebooks. After that, students' work is recorded first and given to the teacher. Then the teacher randomly assigns a student in turn to the front of the class to demonstrate the pronunciation, spelling on the board, and the meaning of the word in front of the class. The teacher gives an assessment to each person.

The teacher used the group-based fun learning method several times on students that it is easy to accept and understand the learning process if a group of students is made. This is so that the teacher can easily assess students and see how much students understand the material that has been explained and know each student's character in mastering the material.

For the material studied in the English learning vocabulary process, the teacher uses all the vocabulary material in class IV but again adjusts to the character of the students so that students easily accept learning comfortably and happily. The media used by the teacher in the learning process are pictures that have been provided by the teacher, students are very enthusiastic in the learning process if accompanied by image media in addition to image media the teacher also utilizes real objects in the classroom, for example, if they are learning material about time or learning hours then the teacher uses a wall clock in the classroom besides that the teacher also utilizes objects around the school, with these students more easily understand the material presented by the teacher by using real objects and images.

Furthermore, there is an evaluation after the learning process, such as the teacher giving assignments to each individual for the material that has been delivered so that the teacher evaluates learning with a discussion forum or group so that students grow a sense of harmony or exchange ideas between one student and another student or group with another group and responsibility in terms of working together and always compactly giving learning directions so that they will learn together.

4.2 Students Respond To The Learning Process When The Fun Learning Method Is Employed To Increase Their Interest In Learning Vocabulary In The New Concept Semarang English Language

This is in line with the study of Rupina Holidazia and Rojab Siti Rodliyah (2020) that vocabulary is the set of words known by a person or other entity or is part of a particular language. Vocabulary is one of the important components in learning English, the more you understand vocabulary, and the easier it will be to learn English. In the application of English language learning through the fun learning method, students are very enthusiastic in participating in English language learning, with the

interaction between teachers and students so that it can improve students' ability to learn English vocabulary.

In the research that has been done there is an increase in learning English, this is evidenced that the results of student scores before using the fun learning method and after using the fun learning method there is an increase of 33.22%, from the results of the questionnaire that has been distributed that students' responses regarding the use of fun learning methods are very fun and help to improve learning English vocabulary besides that through the steps that have been taken so that it can foster student enthusiasm in learning so that the class becomes lively and directed. The role of the teacher in learning determines the direction in which the learning takes place. With the fun learning method, the teacher can interact directly with students, by learning while playing so that students are more interested and respond positively, so that motivation and interest in learning will arise as the learning takes place.

From the results of the research that has been done that students are very interested and experience progress in learning English because there is student enthusiasm and fun and interactive learning so that students are easily taught and introduced to English through the fun learning method and students also get new vocabulary from the teacher.

4.3 Fun learning methods be used to motivate students towards the learning process to increase interest in learning vocabulary in the New Concept Semarang English Language

The motivation of students in English vocabulary learning refers to the internal drive and desire that influences their engagement, effort, and persistence in acquiring and mastering new words and language skills. It is the enthusiasm and interest students have in learning English vocabulary, which propels them to actively participate in vocabulary activities and strive to improve their word knowledge. Motivated students in vocabulary English learning are more likely to experience meaningful language growth, increased language confidence, and improved communication skills. As fostering and sustaining students' motivation is essential for creating a successful and enjoyable vocabulary learning experience.

This is in line with the study of Eli Musfidah and Nurul Aminatus Sa'diyah (2020) that the motivation of students in vocabulary English learning can be defined as the internal processes and factors that initiate, direct, and sustain their efforts and engagement in acquiring, practicing, and mastering new words and language skills. It is the drive and enthusiasm that students possess, that influences their choices, behaviours, and level of persistence in vocabulary learning activities. A motivation refers to the absence of motivation or lack of interest in vocabulary learning. Students who are motivated may perceive vocabulary learning as irrelevant, uninteresting, or too challenging, leading to a lack of effort and engagement.

The Social Cognitive Theory, developed by Albert Bandura, also plays a role in understanding motivation in vocabulary learning. According to this theory, students' motivation is influenced by their beliefs about their capabilities (self-efficacy) in learning vocabulary. When students believe they have the ability to learn and use new words effectively, their motivation is enhanced, leading to increased efforts and better learning outcomes. Student motivation in vocabulary English learning, according to theory, encompasses a combination of intrinsic and extrinsic factors, influenced by the fulfillment of psychological needs and beliefs in their competence. Understanding and nurturing these motivational factors can help educators create a supportive and

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empowering learning environment that encourages students' enthusiasm and dedication to mastering English vocabulary.

The combination of data collected through observation, questionnaires, interviews, and tests provided comprehensive evidence of the positive impact of fun learning methods on students' motivation in vocabulary acquisition at New Concept Semarang English Language. The findings showed that students were actively engaged, displayed intrinsic motivation, and expressed enthusiasm during the fun learning activities. The fun learning approach created a positive and supportive classroom environment, fostering a sense of ownership and autonomy in students' language learning journey.

The use of interactive and enjoyable activities facilitated long-term vocabulary retention and improved language confidence, as students actively applied their knowledge in real-life contexts. The gamification elements incorporated into the fun learning approach further enhanced students' motivation and competitive spirit. Overall, it shows that the integration of fun learning methods is easily acceptable and motivating for students and contributes to their positive attitude toward learning English vocabulary.

The findings from the data collected through observation, questionnaires, interviews, and tests provided compelling evidence of the positive impact of fun learning methods in motivating students during vocabulary acquisition at New Concept Semarang English Language. The interactive and enjoyable nature of these methods sparked students' intrinsic motivation, engagement, and enthusiasm in the language learning process. The study's results underscored the significance of incorporating fun learning activities as a valuable strategy to motivate students and create a dynamic and rewarding language learning environment. As such, English New Concept Semarang can leverage these insights to further enhance students' motivation and language proficiency through the integration of fun learning methods into their curriculum.

CONCLUSION

Learning using fun learning methods can help students in understanding and improving English vocabulary, from the research that has been done that learning using fun learning methods to improve vocabulary in English is very easily accepted by students in vocabulary learning. Judging from the increase between before and after the use of the fun learning method. Through this method, students become more active and excited when participating in English learning with a fun way of learning, students are encouraged to learn while playing, talking, and playing word guessing games between students. This can improve students' ability to understand, process, and export new vocabulary. Teacher evaluation through group forums or discussions.

Regarding the students' learning outcomes after receiving the material provided by the teacher, as well as the methods provided by the teacher, the student's scores are very good, which is the score so low from the lowest score limit. Students' scores can already be higher than the lowest score limit. Students also easily accept the material presented by the teacher because the material is delivered easily and slowly, making students feel more interested in the learning process as well as motivating students in the learning process. It is very happy to be welcomed by students in the process of learning English vocabulary.

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