

**THE EXPERIENCES OF IMPLEMENTING *FUN LEARNING*  
*METHODS* TO OPTIMIZE ENGLISH VOCABULARY MASTERY**

**(Case Study of the Elementary School *Suku Anak Dalam* in Pelakar Jaya)**

**THESIS**

This Thesis is Submitted to Fulfill the Requirement for ‘Sarjana’ Degree  
in English Language Education



**By :**

**REKI ISWANDI**

**NIM: 18551049**

**ENGLISH TADRIS STUDY PROGRAM OF EDUCATION  
FACULTY OF TARBIYAH  
INSTITUTE OF ISLAMIC STUDIES  
(IAIN) CURUP 2025**

Hal: Pengajuan Skripsi

Kepada

Yth. Bapak Rektor IAIN Curup

di

Curup

**Assalamu'alaikum Wr. Wb.**

Setelah mengadakan pemeriksaan dan bimbingan serta perbaikan maka kami berpendapat skripsi mahasiswa bernama Reki Iswandi NIM 18551049, yang berjudul *"The Experiences of Impelementing Fun Learning Methods to Optimize English Vocabulary Mastery (Case Study of the Elementary School Suku Anak Dalam in Pelakar Jaya)"* sudah dapat diajukan dalam sidang Munaqosah Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, terima kasih.

**Wassalamu'alaikum Wr. Wb.**

Curup, 21 Mei 2025

Advisor

*An. fa-prodi 181*  


**Dr. Eka Apriani, M. Pd**  
**NIP. 19900403 201503 2 005**

Co-Advisor



**Dr. Paidi Gusmuliana, M. Pd**  
**NIP. 19840917 201501 1 004**



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI (IAIN CURUP)

FAKULTAS TARBIYAH

Jl. Dr. AK Gani N0. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax 21010 kode pos 39119  
Website/facebook: FakultasTarbiyah IAIN Curup. Email: fakultastarbiyah@gmail.com

**A P P R O V A L**

Nomor : 065 /In.34/F.TAR/I/PP.00.9/07/2025

Name : **Reki Iswandi**  
NIM : **18551049**  
Fakulty : **Tarbiyah**  
Departement : **English Tadris Study Program**  
Title : **The Experiences Of Implementing Fun Learning Methods To Optimize English Vocabulary Mastery(Case Study of the Elementary School Suku Anak Dalam in Pelakar Jaya)**

Had been examined by examining board of the English *Tadris* Study Program of Institut Agama Islam Negeri (IAIN) Curup, on:

Day / Date : **Thursday , June 19<sup>th</sup> 2025**  
Time : **01.30-03.00 pm**  
At : **Room 01 of The Departement of English Tadris Study Program**

Had been received to fulfill a partial requirements for the degree of *Strata I* in English Tadris Study Program of *Tarbiyah Faculty* IAIN Curup.

**Examiners**

**Head**

An. *Eka Apriani*

**Dr. Eka Apriani, M.Pd**  
NIP. 19900403 201503 2 005

**Secretary**

**Dr. Paidi Gusmuliana, M.Pd**  
NIP. 19840817 201503 1 004

**Examiner I**

*Jumatul Hidayah*

**Jumatul Hidayah, M.Pd.**  
NIP. 19780224 200212 2 002

**Examiner II**

*Meli Fauziah*

**Meli Fauziah, M. Pd**  
NIP. 19940523 202012 2 003

**Dekan**

**Faculty of Tarbiyah**

**Dr. Sutarto, S.Ag., M.Pd.**  
NIP. 19740921 200003 1 003



## THE STATEMENT OF OWNERSHIP

The writer who signs below:

Name : Reki Iswandi

NIM : 18551049

Faculty : Tarbiyah

Study Program : English Study

State that the thesis is entitled "*The Experiences of Impelementing Fun Learning Methods to Optimize English Vocabulary Mastery (Case Study of the Elementary School Suku Anak Dalam in Pelakar Jaya)*" this statement is made true. I am fully aware that I have quoted some statements and ideas from various sources, and properly acknowledge in the text. If in the next day there any mistake the writer ready to accept the punishment or other criticism from IAIN suitable with its regulation.

Curup, 21 Mei 2025

The writer



Reki Iswandi  
NIM. 18551049

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The researcher finished this thesis entitled ***“The Experiences of Impelementing Fun Learning Methods to Optimize English Vocabulary Mastery (Case Study of the Elementary School Suku Anak Dalam in Pelakar Jaya)”***. This thesis is presented in order to fulfill of the requirement for the degree of strata I in English study program of IAIN Curup. In the process of conducting this research, the researcher accepted valuable support, assistance, guidance, contribution and motivation from others. Because of those reason, the researcher would like to presents his deepest gratitude to:

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Finally, the researcher needs constructive suggestions for being perfect in the future. Hopefully, the result of this thesis can give beneficial contribution to the development of education in others school. For acknowledgment above, and those are not mentioned, may Allah SWT give them the best reward. *Aamiiiin*.

***Wassalamu'alaikum Warahmatullahi Wabarakatuh***

Curup, 21 Mei 2025

The Researcher



**Reki Iswandi**

**NIM. 18551049**

## MOTTO

*“Barang siapa belum pernah merasakan pahitnya mencari ilmu walau sesaat ia akan menelan hinanya kebodohan sepanjang hidupnya”(Imam Asy-Syafi’i)*

*“Ingatlah bahwa Setiap hari adalah perjalanan hidup. Maka jadikan setiap waktu itu belajar setiap orang itu guru dan setiap tempat itu rumah”*

*\*Haljazaulihsaani illalihsan\* Tidak ada balasan untuk kebaikan selain kebaikan pula” (Q.S. Ar-Rahman 60)*

***\*REKI ISWANDI\****

## DEDICATION

This research will not be completed without the permission of Allah SWT. I say Alhamdulillah for the completion of this research.

**I would like to dedicate this thesis for :**

- My heartbeat, my lovely parents, **Mr. Ispandi and Ms. Ratnya Yulia** thank for support and love you give.
- My beloved sisters, **Susi Herianti, S.Pd, Herliana Purwanti, Yensi Fitriani, S.E.** Thank you for always helping and giving me support, both morally and materially
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## PREFACE

All of praises be to Allah SWT, help and support from all of lecturers, family and friends that the researcher had finally finished writing his thesis entitle “***The Experiences of Impelementing Fun Learning Methods to Optimize English Vocabulary Mastery (Case Study of the Elementary School Suku Anak Dalam in Pelakar Jaya)***”.

This thesis is submitted as a part of the completion for undergraduate degree of strata-1 (S1) in English Study Program of State College for Islamic Studies (IAIN) Curup. The researcher realizes that this thesis is far from being perfect, therefore the researcher appreciates any suggestions and critics for being perfect in the future.

Last but not least, the researcher does that this thesis will be useful to those who interested in this field of the research.

Curup, 21 Mei 2025

The Researcher

A handwritten signature in black ink, appearing to read 'Reki Iswandi', with a stylized flourish at the end.

**Reki Iswandi**

**NIM. 18551049**

## ABSTRACT

**Reki Iswandi** : *The Experiences of Impelementing Fun Learning Methods to Optimize English Vocabulary Mastery (Case Study of the Elementary School Suku Anak Dalam in Pelakar Jaya)*

**Advisor** : **Dr. Eka Apriani, M. Pd**

**Co-Advisor** : **Dr. Paidi Gusmuliana, M. Pd**

This research aims to explore The Experiences of Impelementing Fun Learning Methods to Optimize English Vocabulary Mastery (Case Study of the Elementary School Suku Anak Dalam in Pelakar Jaya) Sarolangun Regency, Jambi Province. The study was motivated by the low engagement and poor performance in English language learning among SAD students, often caused by conventional and unengaging teaching methods. This study used a descriptive qualitative method, focusing on structured interviews with 24 students aged 6 to 9 years old. Data were collected through direct interviews and analyzed using data reduction, data display, and conclusion drawing techniques. The findings revealed that the implementation of Fun Learning through games, humor, and storytelling significantly enhanced students' emotional engagement, motivation, participation, and vocabulary acquisition. Students reported feeling more interested, less anxious, and more confident in learning English. The fun and interactive environment helped them remember vocabulary more easily and encouraged active involvement in class activities. The study concludes that Fun Learning can serve as an effective and culturally sensitive approach to improving English vocabulary mastery in marginalized communities such as the Suku Anak Dalam.

***Keywords: Students' experiences, Fun learning, Vocabulary mastery, Elementary School, Suku Anak Dalam***

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the research**

The means to enhance the quality of human resources is through education. Education is a deliberate and planned effort to create a conducive learning environment and a process whereby learners actively engage in learning and develop their potential to possess spiritual and religious strength, self-control, personality, intelligence, noble character, and skills necessary for themselves, society, the nation, and the state. In other words, education is the most critical element in building national civilization. It is the sole asset for developing high quality human resources.<sup>1</sup>

Learning activities and the teaching process are the most crucial and dominant aspects of educational activities. Learning can be defined as a system or process designed, implemented, and evaluated systematically to enable learners to achieve learning objectives effectively and efficiently. The goals of learning are inseparable from educational objectives, and these objectives cannot be achieved without a well-conceived learning process within an educational institution. Each educational unit's goals must align with the achievement of national education objectives. According to Indonesian Law No. 20 of 2003 on the National Education System, Article 3: National education aims to develop the capabilities and form the character and

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<sup>1</sup>Nuridin Usman, Context of Curriculum-Based Implementation. (Jakarta: Rineka Cipta.2013 p 10

civilization of a dignified nation to enhance the nation's intelligence. It aims for students to develop into individuals who are faithful and devout to God Almighty, possess noble character, are healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens.<sup>2</sup>

The teaching and learning process essentially involve the interaction or reciprocal relationship between teachers and students in an educational setting. This interaction inherently involves giving and receiving from both teachers and students. Such interaction is a fundamental condition for the teaching and learning process to take place. Interaction in the teaching and learning events has a broader meaning, extending beyond mere teacher-student relationships to include educative interactions. This includes not only delivering subject matter but also instilling attitudes and values in students. The teaching and learning process encompasses a broader significance and understanding than just teaching.<sup>3</sup>

Learning and teaching are two processes that are closely related within the educational realm. Learning is usually attributed to students, while teaching is attributed to teachers, although both students and teachers can engage in both learning and teaching. Learning is defined as a process of behavior change resulting from experience and practice. This implies that the

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<sup>2</sup> Nurfitriana, "The Effect of the Application of Fun Learning Method on Interest in Learning English for Class XI Students at MI Bahrul Ulum Pallangga, Goa Regency" (Thesis UIN Alaudin Makasar, Makasar, 2016), p, 11.

<sup>3</sup> Ilham Sanjaya, "The Effect of Fun Learning Method in Gamolan Learning on Learning Outcomes of Elementary School Students 2 Sulusuban Central Lampung" (UNILA Thesis, Lampung, 2019), p, 22

goal of learning activities is to achieve behavioral changes, encompassing aspects of knowledge, skills, and attitudes. More broadly, these behavioral changes include competencies, habits, attitudes, understanding, appreciation, interests, and self-adjustment.<sup>4</sup>

In teaching, the focus is on the instructor. While everyone can engage in learning, not everyone can teach and thus be considered a teacher. Generally, the competencies required of a teacher refer to four factors: pedagogical competence, personal competence, social competence, and professional competence. Given the responsibilities of a teacher, one must recognize what needs to be done to create a learning environment that facilitates students in reaching their goals. Teachers are tasked with creating an engaging and enjoyable learning atmosphere for all students. However, in practice, many current teaching methods in schools remain dull for students due to monotonous teaching styles such as lectures, question-and-answer sessions, and assignments, which can stifle creative thinking.<sup>5</sup>

A common issue in the teaching and learning process is poor communication between teachers and students. Teachers often deliver material while students engage in unrelated activities such as chatting, playing, or daydreaming, which affects the achievement of learning goals

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<sup>4</sup> Jamal Ma "mur Asmani, *Effective Tips for Cooperative Learning*, (Yogyakarta: Diva Press 2016), p. 34

<sup>5</sup> Tony Ghaye, *Teaching and Learning*, (Bandung: Nuansa Cendikia Publisher, 2019), p. 137

through effective communication. Effective communication also aids teachers in determining the best teaching strategies. Competent teachers are better able to create effective learning environments and manage their classes to optimize student learning outcomes.<sup>6</sup>

Teaching English as a subject is perceived as difficult by many students, which leads to a lack of interest in learning it. Since English is not a language used in daily conversation and is considered a foreign language, English lessons in elementary schools often involve rote memorization of vocabulary, making the learning process less engaging and varied. To make English learning enjoyable and comprehensible for all students, teachers can use teaching models that facilitate material presentation, address student engagement, and overcome spatial and temporal constraints, thereby making learning more effective and efficient and achieving learning objectives.

One approach to overcome students' boredom and lack of interest in learning, especially in English lessons, is with fun learning methods. Fun learning is a teaching approach that is enjoyable, interactive, and actively involves students in the learning process. This method helps students feel more comfortable and interested in learning, making it easier for them to understand the material, particularly in mastering English vocabulary.

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<sup>6</sup> Chanifa, Chalimatus Sa "dijah, Yorita Febry Lismanda Vicratina *Journal of Islamic Education: Volume 4 Number 1*, 2019 p 130

By using games, songs, stories, pictures, and group activities, fun learning makes lessons more engaging and less monotonous. For students from the Suku Anak Dalam community, who are not yet familiar with formal education and the English language, this method can help them adapt more easily and become more motivated to learn. Fun learning also supports the development of students' confidence, cooperation, and enthusiasm during lessons.

Therefore, implementing fun learning is an important and innovative alternative to create a more effective and enjoyable learning environment, especially in improving English vocabulary mastery among elementary school students from the Suku Anak Dalam community.

Furthermore, interviews with English teachers at Suku Anak Dalam Elementary Schools indicate that the focus on material delivery leads to monotonous and less meaningful learning experiences, resulting in poor student performance. The lack of effective teaching methods contributes to student disinterest and boredom, as the lessons primarily involve lectures and repetitive exercises. To address these issues, innovative teaching models are needed to enhance the learning process. Such models help students absorb information more effectively by providing diverse methods for acquiring knowledge, skills, and critical thinking.<sup>7</sup>

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<sup>7</sup> Muhaemin, "The Effect of Using Fun Learning Methods on Mathematics Learning Outcomes (Thesis UIN Syarif Hidayatullah: Jakarta, 2011), p. 23

One effective approach is cooperative learning, where students work in small groups to achieve shared goals. This method, rooted in constructivist theory, promotes active participation and collaborative problem-solving. Cooperative learning strategies, such as interactive storytelling with role-playing and story adaptation, aim to deepen students' understanding of narratives by engaging them directly in the learning process.<sup>8</sup>

Cooperative Learning is a pedagogical strategy that employs small groups of students working collaboratively to optimize the learning environment and achieve educational objectives. According to Bern and Erickson as cited in Kokom, Cooperative Learning is a strategy that organizes instruction through the use of small learning groups in which students collaborate to attain learning goals. This strategy is particularly advantageous when the material to be studied can be divided into multiple segments. Its strengths lie in its ability to engage all students in the learning process while simultaneously facilitating peer teaching.<sup>9</sup>

In the affective domain, cooperative learning positively impacts students' attitudes towards their peers, even those from diverse cultural and social backgrounds. It fosters a positive attitude towards learning and willingness to engage with educational content. Despite challenges, including

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<sup>8</sup> Nirbita, Betanika et al, "Fun Learning as a Solution in the Implementation of Full Day School at the Elementary School Level. (National Seminar on Education: Malang, 2017) p, 119

<sup>9</sup> Marianne Celc e-Murcia, (2001), Teaching English as a Second or Foreign Language, USA: Heinle & Heinle, p. 285.

geographical isolation and cultural barriers, the potential for cooperative learning to enhance educational outcomes is significant. Addressing these challenges and improving educational quality for marginalized communities, such as the Suku Anak Dalam, requires innovative and effective teaching strategies.

This study aligns with the alternative education program conducted by the Yayasan Anak Dusun Lestari (2017–2019) in Jambi Province, where a fun and contextual learning approach—such as simple drama, storytelling through pictures, and nature-based exploration—was applied to enhance the learning engagement of Suku Anak Dalam children<sup>10</sup>. Consistent with the background of this research, which emphasizes the need for innovative teaching models to overcome monotonous and ineffective instructional methods at Suku Anak Dalam schools, the program demonstrated that direct involvement of teachers and volunteers within the community, combined with enjoyable and culturally relevant methods, successfully increased student motivation, attendance in informal learning, and two-way interaction between teachers and learners. This supports the argument that fun and contextual learning methods are highly relevant and effective in improving the quality of education for marginalized communities such as the Suku Anak Dalam.

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<sup>10</sup> Asra, R., Naswir, M., Kalsum, U., & Lestari, A. P. (2018). *Peningkatan Kualitas Pendidikan untuk Anak Suku Anak Dalam di Dusun Selapik, Kabupaten Muaro Jambi*. Jurnal Karya Abdi Masyarakat, 2(1), 1–8.



Moreover, children aged 6 to 9 years are at an optimal developmental stage for introducing structured yet playful learning. Compared to younger children, they possess better cognitive focus and are more capable of understanding basic abstract concepts<sup>11</sup>. Unlike older children, who may already form rigid attitudes or resistance toward unfamiliar school environments, children in this age group remain curious, adaptable, and highly responsive to interactive and engaging teaching approaches<sup>12</sup>. Therefore, they serve as an ideal target group for implementing fun learning methods that aim to build foundational skills such as English vocabulary mastery in a way that is meaningful, enjoyable, and culturally sensitive.

In terms of educational lag, for instance, field data show that forest children are not interested in school due to a lack of understanding of the importance of education, insufficient parental attention, lack of interest, nomadic cultural factors, and others.<sup>13</sup> Their lives are very distressing as resources from the forests in Jambi and South Sumatra diminish due to processes of "marginalization" against them. SAD in Jambi generally, and specifically in Mestong District, adheres to a belief system they follow and believe in. They are classified as a marginalized/underdeveloped ethnic group,

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<sup>11</sup> National Scientific Council on the Developing Child. (2004, April 14). *Children's Emotional Development Is Built into the Architecture of Their Brains: Working Paper No. 2*. Center on the Developing Child at Harvard University.

<sup>12</sup> National Scientific Council on the Developing Child. (2004, April 14). *Children's Emotional Development Is Built into the Architecture of Their Brains: Working Paper No. 2*. Center on the Developing Child at Harvard University.

<sup>13</sup> John Read, (2000), *Assessing Vocabulary*, Cambridge UK: Cambridge University Press, p. 154

as stated by Zul, Head of Culture, Department of Culture, Tourism, Youth, and Sports of Muaro Jambi District.

Education is a fundamental right for every individual, including the children of the Suku Anak Dalam, who also deserve access to quality education to prepare for their future. Proficiency in English reading is crucial for meeting global challenges and enhancing their access to global knowledge. The Suku Anak Dalam, in particular, often faces challenges in accessing quality education that is relevant to contemporary needs.

Conventional teaching approaches frequently fall short in stimulating interest and motivation among these children, which can result in lower English reading skills. The author is highly motivated to investigate this issue in a study entitled *The Experiences of Impelementing Fun Learning Methods to Optimize English Vocabulary Mastery (Case Study of the Elementary School Suku Anak Dalam in Pelakar Jaya)*.

## **B. Research Questions**

The problem formulation is a continuation of the background or introduction, which involves determining and/or selecting the issue to be addressed through the research. The problems formulated based on the description above can be outlined as the boundaries of the research discussion. The problems proposed in this study include:

1. What are the Experiences of Implementing Fun Learning Methods to Optimize English Vocabulary Mastery among Elementary School Students of the Suku Anak Dalam Community?

### **C. Research Objectives**

Based on the research questions above, the objectives of this research are:

1. To explore the Experiences of Impelementing Fun Learning Methods to Optimize English Vocabulary Mastery among Elementary School Students of the Suku Anak Dalam Community

### **D. Delimitation of The Research**

Based on the background of the problem above, the author is interested in simplifying the preparation of the thesis. The focus is limited to the issue of "Fun Learning" The Implementation of Fun Learning Methods in Creative and Innovative Education to Optimize English Vocabulary Mastery among Elementary School Students of the Suku Anak Dalam Community. To facilitate this research, the study concentrates on enhancing Vocabulary Mastery and developing interest and motivation in a fun learning English and engaging way.

### **E. Significances of The Research**

The benefits of this research are as follows:

1. Theoretical

This research gives some useful information about English teachers strategies in teaching English subject. This research is expected to be used as

a reference for other researchers to conduct a research in the English teaching learning process. Hopefully, the result of this study is useful for students, teachers, and all of the readers. And the results of this study is may help the teacher to improve their strategies in teaching English.<sup>14</sup>

## 2. Practical

- a. For the students, the finding of the research can be used as a new reference to learn English. They can know kinds of teacher's teaching strategies and they can choose one of the strategies that use by the teacher.
- b. For English teachers, the findings are expected to be the useful contribution that can be transferred to learners based on their characteristics. By considering each student may employ different strategies, the teacher can take one of the strategies in teaching English to their students. Based on the statement above, the teacher has to have a strategy to make the students ready to listen, read, write, and speak. By applying the correct strategies in teaching and learning process.
- c. For the next researchers, this thesis will give some contribution and information for next researchers about strategies in teaching English

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<sup>14</sup> Wiji Lestari, (2013), Improving Students' Vocabulary Mastery Through Word Clap Game, Salatiga: English Department of Education State Institute for Islamic Studies (STAIN) of Salatiga, p. 41-42

used by the English teacher. The result of the research is expected to give some contributions to students, teachers, and future researches<sup>15</sup>

## **F. Definition of The Key Terms**

Fun Learning Method refers to an educational approach that emphasizes making learning enjoyable and engaging for students. The idea is to use activities, games, or interactive techniques that motivate learners and encourage them to enjoy the learning process. The goal is to reduce the stress often associated with learning, foster curiosity, and create a positive learning environment where students are excited to participate. Examples of fun learning methods include using multimedia tools, group activities, problem-solving games, role-playing, and hands-on learning experiences.

Creative and Innovative Education refers to teaching methods and strategies that prioritize originality, problem-solving, and critical thinking, encouraging students to approach learning in new and unique ways. It involves using unconventional or forward-thinking tools, such as technology, project-based learning, or interdisciplinary approaches, to develop students' creativity. Innovation in education means adapting to modern needs and constantly evolving methods, while creativity focuses on enabling students to think outside the box, explore new ideas, and express themselves in diverse

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<sup>15</sup> 6 John Read, (2000), *Assessing Vocabulary*, Cambridge UK: Cambridge University Press, p. 154.

ways. This approach also fosters a growth mindset, where students are encouraged to experiment and learn from their mistakes.

Acquire vocabulary most effectively through exposure to comprehensible input. According to this theory, learners need to hear or read language that is just slightly above their current level (referred to as  $i+1$ ), as this exposure helps them acquire new words naturally over time. Krashen argued that: Vocabulary learning is a gradual process driven by exposure to language in context (through conversation, reading, etc.). Emphasis should be placed on understanding the meaning of words in context, rather than rote memorization.

#### **G. Thesis Organization**

CHAPTER I: This chapter is the introduction, consisting of the background, problem limitations, problem formulation, research objectives, research benefits, title explanation, and writing systematics. CHAPTER II: This chapter provides an overview that includes relevant research as well as the definitions of learning, vocabulary, and their discussions. CHAPTER III: This chapter discusses the research methods and describes the region, schools, education, religion, occupations, and the general conditions of the Suku Anak Dalam. CHAPTER IV: This chapter outlines the research results on improving English Vocabulary Matery at Suku Anak Dalam Elementary Schools through the "Fun Learning" approach. It also covers the development of interest and motivation in learning English in a fun and engaging manner.

CHAPTER V: The conclusion, which includes summaries and recommendations.



## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Definition of Vocabulary**

In the context of English subjects, vocabulary refers to a collection of words used in English, which include various terms, expressions or phrases that a person knows and understands. Vocabulary in English is very important to help students understand lesson material, communicate effectively, and convey ideas or information clearly. Improving your vocabulary in English means expanding your vocabulary so you can understand more words, use them appropriately in various contexts, and improve your speaking, listening, reading and writing skills in the language. Students who have a richer vocabulary tend to be more proficient in using English well and correctly.

Learning languages cannot be separated from learning vocabulary. Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication. Vocabulary is the most important component language because it affects the four language skills, they are listening, speaking, reading, and writing. Related into the importance of vocabulary learning is central to language acquisition, whether the language first, second, or foreign.

Vocabulary is a powerful carrier of meaning. A learner, recognizing the communicative power of vocabulary, might reasonably aim to acquire a working knowledge of a large number of words. Vocabulary is all the words that a person knows or uses. Moreover, Averil stated that vocabulary is a central part of language. The more words students know well and can use, the

more meaning they can communicate in a wide variety of circumstances. The definition about vocabulary is clear enough that in almost all cases of human life, they use a set of words. The use of words itself differentiated according to the field, person, class, or profession. It means that a beggar uses a set of words to ask for some money from rich people, the teacher also uses a set of words when their students command. The writer has an opinion that vocabulary is one aspect of language which is important in learning language because vocabulary carries meaning which is used in communication<sup>16</sup>

#### **a. The Types of Vocabulary**

There are two types of vocabulary, they are active and passive vocabulary. While learning new words, people need a lot of practice and context connections to learn them well, store the vocabulary in the memory and recall it when speaking or writing. Thus two main groups of person's vocabulary are active and passive vocabulary. Active vocabulary (productive) is used in speech or writing and is made up of words that come up in person's mind immediately when he or she has to produce a spoken or written sentence.<sup>17</sup>

On the other hand, passive vocabulary (receptive) is known but not used by a person. People understand it when it is heard or read. The group of passive vocabulary is usually larger than the one of active vocabulary. Obviously, both types of vocabulary blend together. The active vocabulary

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<sup>16</sup>Jack C. Richards and Theodore S. Rodgers, (1999), *Approaches and Methods in Language Teaching*, New York: Cambridge University Press, p. 35-37

<sup>17</sup> Wivesunscripted, *The Flyswatter Game*, Retrieved on December 4th 2016, from <https://wivesunscripted.wordpress.com/2011/11/29/the-flyswatter-game/>

may seem to be more important in communication, however the aim of teaching foreign language is to expand both the students' passive and active vocabulary and develop all the four basic language skill; speaking, writing, reading, and listening.

Different from John, Wiji divides vocabulary into four groups as follows:

- a. The first is function words. These words, although some of them may also have full-words meaning contents. Amount of these groups are auxiliaries, preposition, conjunction, depending on where they are placed.
- b. The second is substitute words. Those words do not represent as individual things or specific actions, but function as substitutes for whole for classes of words. Its means that is a link among words.
- c. The third types of vocabulary items are those that are distributed in use according to such grammatical matters as the absence or presence of a negative. For example, Rena speaks English well and Anton does too. Too means that Anton also can speak English well although the sentences does not show immediately that Anton can speak English well.
- d. The large body of "content words" constitutes the fourth group of vocabulary items and chief materials are usually considered when the vocabulary of language is discussed

## **b. Vocabulary Mastery**

Mastery is comprehensive knowledge or use of a subject or instrument. Mastery derived from the word 'master', which means to become skilled or proficient in the use of, to gain complete knowledge through understanding. Vocabulary mastery is competence to know words and meaning.

The meaning of the word this refers to the definition or concept that a word represents. It can have one or multiple meanings, depending on whether the word is polysemous (having many meanings) or monosemous (having only one meaning). For example, the word "bank" could mean a financial institution or the side of a river, depending on the context. The written form of the word this refers to how the word is represented in writing, i.e., its spelling. For instance, the written form of the word "apple" is a-p-p-l-e. The written form can also include punctuation, capitalization, and typographic style.

The spoken form of the word this refers to how the word is pronounced when spoken. It involves aspects such as phonetic transcription, stress, and intonation. For example, "night" is pronounced as /naɪt/ in IPA (International Phonetic Alphabet). The spoken form may differ slightly based on regional accents or speech patterns. The collocations of the word are combinations of words that are commonly found together. These combinations sound natural to native speakers but may not always be predictable from the meanings of the individual words.

For example, "strong coffee" is a common collocation, while "powerful coffee" is less typical. The associations of the word this refers to the mental images, emotions, or ideas that are linked to a word beyond its literal meaning. For example, the word "home" might evoke feelings of warmth, safety, or family, based on personal experience or cultural associations.

Vocabulary mastery is the competence or complete knowledge of a list or a set of word that make up a language which might be used by particular person, class, profession. Vocabulary mastery is one component to master English as a foreign language in elementary, intermediate, and advanced levels. In learning four language skills, vocabulary is one basic component to be mastered. It is reasonable, remembering that the four language skills need knowledge of words because they will get nothing without vocabulary. The larger the students master vocabulary, the better they perform their language. By having too limited vocabulary, the students will find difficulties in mastering reading and other skills

### **c. The Problem of Vocabulary**

There are several strong reasons for which the vocabulary components of language course needs to be carefully planned. Firstly because different vocabulary gives greatly different returns for learning, it is important to make sure that learners have a good control of high frequency words of the language before moving on the less frequent vocabulary. Secondly, most language teaching course make vocabulary

learning more difficult as a result of the way vocabulary in the course is sequenced. Grouping, opposites, synonyms, and items in a lexical set together courses.

Interference that result in confusion for the learners it is simple matter to avoid this problem. Thirdly, vocabulary learning opportunities and the quality of vocabulary learning can be greatly increased through the careful design of both vocabulary and other skill activities.<sup>12</sup> Many problems faced when Indonesian students learn a target language such as English in vocabulary is they cannot understand what the connection between the new vocabulary they have learned with the function of the vocabulary word, then they can not apply their new vocabulary in their mind for communication.

Terms used to classify words based on their functional categories are called part of speech. The classification of the words of a language in this way is dependent on their function in communication. Nouns can occur in certain places in sentences and serve certain functions. Verbs, adjectives, adverbs also occur in certain laces in sentences and serve special functions English, the functional categories include pronouns and interjections. Nouns are a member of a class of words that can function at the subject or object in a construction, refer to places, animals, things, states, or qualities. Verb is a member of a class of words that can function as the main elements of predicates, typically express action, state, or a relation between two things. Adjectives are a word used to qualify a noun

or pronoun. An adverb is a word which modifies a verb, adjective or another adverb.

One model of Cooperative Learning involves creating interactive storytelling sessions by utilizing role-playing or narrative reenactments to deepen comprehension. This approach entails crafting a storytelling experience that actively involves the audience to enhance their understanding of the narrative. The detailed explanation of this approach is as follows:<sup>18</sup>

Interactive Storytelling: This refers to a storytelling method that directly engages the audience. Rather than passively listening to a story, the audience participates in the storytelling process by providing feedback, asking questions, or even taking on roles within the narrative. Role-Playing: This technique involves the audience assuming the roles of characters within the story. Participants might be asked to take on specific roles, make decisions, or collaboratively solve problems, thereby gaining deeper understanding of the characters' perspectives and dynamics.<sup>19</sup>

Deepening Comprehension: The objective of this method is for the audience to gain more than a superficial understanding of the story; it aims to facilitate a profound grasp of the themes, characters, and messages

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<sup>18</sup> Elfrieda H. Hiebert and Michael L. Kamil, (2005), Teaching and Learning Vocabulary: Bringing Research to Practice, USA: Lawrence Erlbaum Associates, Inc.,<sup>3</sup>

<sup>19</sup> Jim Scrivener, (1994), Learning Teaching, English: Heinemann Publishers Oxford, p. 74



conveyed. By engaging actively, participants can experience and internalize the story in a more meaningful way.<sup>20</sup>

Using the picture method in English lessons can be very effective in improving students' understanding and skills. Here are some ways to utilize the picture method in teaching English:

**Introduction to Vocabulary:** Use pictures to introduce new vocabulary. For example, display pictures of objects, places, or actions, and invite students to say the names in English. This helps students associate words with visuals. **Description Activity:** Invite students to describe the picture shown. This can be done individually or in groups. Students can talk about what they see, identifying colors, shapes, and activities occurring in the images.

**Picture Stories:** Show a series of pictures that tell a story. Ask students to arrange the pictures in the correct order and then tell the story using English sentences. **Dialogue and Roles:** Use pictures of social situations (for example, restaurants, markets, or schools) and ask students to create dialogue that fits the situation. This helps students practice speaking in a realistic context. **Reading Practice:** Use images that support the reading text. These images can help students understand the context and meaning of the reading, as well as clarify information that may be difficult to understand through text alone.

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<sup>20</sup> Oxford Dictionary, (2008), Oxford Learner's Pocket Dictionary, New York: Oxford University Press, p. 495.

Guess the Picture: Create a game where students guess words or phrases based on the pictures shown. This can be a fun way to learn new vocabulary and check understanding. Picture Cards: Use picture cards for a variety of activities, such as memory games or matching pictures to words. This can strengthen vocabulary and recognition skills.

Poster Making: Ask students to make posters using pictures and English text. These can include specific themes such as seasons, activities, or descriptions of people. This activity stimulates creativity while practicing the language. Images and Feelings: Show images depicting various facial expressions or emotional situations. Discuss the feelings shown and invite students to talk about their feelings in English. Listening Comprehension: Use pictures to support listening practice. For example, give verbal instructions and ask students to choose pictures that match those instructions.

#### **d. Vocabulary strategies**

Vocabulary strategies or vocabulary learning strategies are ways used to learn, understand, or retain new information. These strategies can help students think actively about the meaning of words, the relationships between words, and how to use words in different situations.

Some vocabulary learning strategies that can be done are: Using a dictionary, Guessing from the context of the reading, Analyzing affixes/prefixes and roots, Reading widely and regularly, Using flashcards, Spaced repetition techniques, Using language learning applications,

Contextual learning, Writing and using new words, Playing words. Effective vocabulary learning strategies can help students: Learn easier, Learn faster, Learn more fun, Learn more independently, Learn more effectively, Learning can be transferred to new situations, Understand the meaning of words, Understand the relationship between words, understand how to use words in different situations

### **B. Affective Aspects of Learning**

Affective aspects of learning refer to emotional, motivational, and attitudinal components that significantly shape how students engage in learning activities. The affective domain involves the way individuals deal with things emotionally, such as feelings, values, appreciation, enthusiasm, motivation, and attitudes. This domain directly influences students' willingness to participate, persist, and perform in academic settings<sup>21</sup>. Highlight *emotional presence* as an affective dimension that reflects how learners experience, manage, and express emotions during collaborative learning interactions<sup>22</sup>. When students feel emotionally safe, confident, and valued, they are more likely to engage actively and achieve better outcomes. Here are the three affective aspects of learning that the researcher will include in this thesis.

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<sup>21</sup> Krathwohl, D. R., Bloom, B. S., & Masia, B. B. (1964). *Taxonomy of educational objectives: The classification of educational goals. Handbook II: Affective domain*. New York: David McKay.

<sup>22</sup> Tan, S. E., & Jung, I. (2024). *Unveiling the dynamics and impact of emotional presence in collaborative learning*. *International Journal of Educational Technology in Higher Education*, 21, Article 44.

### **a. Emotional Aspect**

The emotional aspect of learning is very important because it affects how students feel and act during the learning process. Emotions like happiness, anxiety, and boredom can have a strong effect on how well students learn<sup>23</sup>. Positive emotions such as joy and interest can help students focus, feel motivated, and enjoy learning. On the other hand, negative emotions like fear or frustration can make it harder for students to concentrate and may lower their motivation.

Emotional presence is an important part of learning, especially in group activities<sup>24</sup>. It means how students feel, manage, and show their emotions while learning together. When students feel emotionally supported, they are more likely to join discussions and feel connected with their classmates. Emotions are also important in language learning. For example, students who feel relaxed and confident are more willing to speak and take part in class<sup>25</sup>. These studies show that teachers need to pay attention to students' emotions and create a safe, friendly learning environment so that students can learn better.

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<sup>23</sup> Pekrun, R. (2006). *The control-value theory of achievement emotions: Assumptions, corollaries, and implications for educational research and practice*. *Educational Psychology Review*, 18(4), 315–341.

<sup>24</sup> Tan, S. E., & Jung, I. (2024). *Unveiling the dynamics and impact of emotional presence in collaborative learning*. *International Journal of Educational Technology in Higher Education*, 21, Article 44.

<sup>25</sup> Dewaele, J.-M., & MacIntyre, P. D. (2016). *Foreign language enjoyment and foreign language classroom anxiety: The right and left feet of FL learning?* In P. D. MacIntyre, T. Gregersen, & S. Mercer (Eds.), *Positive Psychology in SLA* (pp. 215–236). Bristol, UK: Multilingual Matters.

### **b. Motivation Aspects**

Motivation is one of the most important parts of learning because it helps students stay focused and keep trying, even when things are hard. There are two of motivation; intrinsic motivation, which comes from inside the student. It is like enjoying the subject or being curious and extrinsic motivation, which comes from outside rewards, like getting good grades or praise from teachers. When students are motivated, they are more likely to participate, ask question, and finish their work. But if they lack motivation, they might feel bores or give up easily during the learning process<sup>26</sup>.

These ideas show that motivation is not just about the student, it is also about how the teachers teaches and how the classroom feels. A positive and caring environment can make a big difference in helping students stay motivated to learn.

### **c. Participation Aspect**

When students join classroom activities, such as answering questions, working in groups, or sharing their thoughts, it shows that they feel comfortable and confident in the learning environment. Learning is most effective through social interaction, where students work together and take an active role. Paying full attention during lessons and having the

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<sup>26</sup> Ryan, R. M., & Deci, E. L. (2000). *Intrinsic and extrinsic motivations: Classic definitions and new directions*. Contemporary Educational Psychology, 25(1), 54–67.

willingness to learn can also be seen as positive signs of student participation<sup>27</sup>.

Experts believe that emotions and motivation play a big role in building and improving student participation. Students who feel connected to their teachers and classmates are more likely to join learning activities<sup>28</sup>. When students feel emotionally supported, especially during group learning, they become more active and willing to share<sup>29</sup>.

### C. Fun learning

Fun learning is a joyful and enjoyable learning atmosphere. The joy here refers to stimulating interest (the enthusiasm for learning), encouraging full engagement, and fostering understanding of the material being studied.<sup>30</sup> Fun learning is an enjoyable and engaging learning method that focuses on the psychological condition of learners and the learning environment during the teaching and learning process. This method aims to cultivate a love for learning and a strong desire to learn.<sup>31</sup> According to Tolstoy, enjoyable learning is essential in the learning process because it greatly helps students make the learning material meaningful, provides motivation to learn, and offers a sense of satisfaction

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<sup>27</sup> Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.

<sup>28</sup> Finn, J. D., & Zimmer, K. S. (2012). *Student Engagement: What Is It? Why Does It Matter?* In S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.), *Handbook of Research on Student Engagement* (pp. 97–131).

<sup>29</sup> Tan, S. E., & Jung, I. (2024). *Unveiling the dynamics and impact of emotional presence in collaborative learning*. *International Journal of Educational Technology in Higher Education*, 21, Article 44.

<sup>30</sup> Paula Kluth, *Joyful Learning* (California USA: SAGE Company, 2018), h. 123.

<sup>31</sup> Nina Yulinda, *Penerapan Metode Fun Learning dapat Meningkatkan Hasil Belajar Tematik Kelas I B SDN 017 Pandau Jaya Kecamatan Siak Hulu Kabupaten Kampar*, ed. EDUCHILD, vol. 6, 2017, h. 128.

in learning. Enjoyable learning makes children feel unburdened and not forced to learn.<sup>32</sup>

Based on the explanation above, it can be understood that the fun learning method is one approach used by teachers to create an enjoyable learning experience, thereby attracting students' interest and encouraging them to actively participate in the learning process.

a. The advantage of Fun Learning

The fun learning method has a significant influence on children's development, which can be considered one of its advantages. These advantages include:

- 1) The ability to create something unique and new
- 2) The ability to transform old ideas into new forms
- 3) The ability to build new and focused imagination and fantasy
- 4) The ability to see various possible solutions to a problem
- 5) A broader and deeper sense of curiosity
- 6) A sense of enjoyment and personal satisfaction in doing tasks.<sup>33</sup>

b. The Disadvantage of Fun Learning

There are two disadvantages of the fun learning method:

- 1) Limited literature
- 2) If students are not diligent in seeking information, the fun learning method becomes less effective. However, this can be

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<sup>32</sup> Darmansyah, D., & Pd, M. (2010). Strategi Pembelajaran Menyenangkan Dengan Humor. *Jakarta: Bumi Aksara*.

<sup>33</sup> Nirbita, B. (2017). Fun Learning Sebagai Solusi dalam Penerapan Full Day School Pada Jenjang Sekolah Dasar. In *Seminar Nasional Pendidikan: Malang*.

prevented by teachers through providing motivation and giving recognition or rewards to students.<sup>34</sup>

c. The implementation of Fun Learning

There are several steps in applying the fun learning method, including:

- 1) **Playing:** The ability to play is an essential element in many aspects and can create an enjoyable learning atmosphere.
- 2) **Storytelling:** Storytelling or narrating is a way to convey information or knowledge orally.
- 3) **Singing:** Singing is one of the easiest strategies in the process of transferring knowledge to students.
- 4) **Humor:** An engaging atmosphere that can eliminate the boredom often experienced by students.
- 5) **Guessing games:** Guessing games can train students' memory and concentration during the learning process.<sup>35</sup>

#### D. Fun Learning in Vocabulary Mastery

Vocabulary knowledge plays a vital role in second language acquisition. Numerous efforts have been undertaken to help learners overcome the difficulties associated with vocabulary learning. Nevertheless, questions

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<sup>34</sup> Nurfitriana, N. (2016). Pengaruh Penerapan Metode Fun Learning terhadap Minat Belajar Ipa Bagi Siswa Kelas V di MI Bahrul Ulum Pallangga Kabupaten Gowa (Doctoral dissertation, Universitas Islam Negeri Alauddin Makassar).

<sup>35</sup> Muin, A. (2011). Pengaruh penggunaan metode fun teaching terhadap hasil belajar matematika (studi eksperimen di MI Nurul Hidayah Pamulang).



persist regarding how effective these efforts are in improving learners' understanding and use of vocabulary.<sup>36</sup>

In the process of language acquisition, young learners tend to pick up vocabulary more rapidly than grammatical structures. Engaging in contextualized and enjoyable activities such as brainstorming, charades, modified catch phrase, and the dictionary game can effectively reinforce vocabulary retention. These fun activities also support the development of connections between words and other lexical items, helping to build a comprehensive vocabulary network.<sup>37</sup>

Derakhshan and DavoodiKhatir highlight that a variety of techniques, including the use of games, can be effective in teaching and learning vocabulary.<sup>38</sup> Games enable teachers to create social environments where language use becomes practical and meaningful. For learning to be effective, these activities should encourage students to reflect on and articulate their experiences without such reflection, true learning may not occur. Today, vocabulary learning through games and engaging activities has gained significant attention. When entertainment and education are combined, the learning environment becomes both informative and enjoyable. Students who

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<sup>36</sup> Song, W. (2011). Learning vocabulary without tears: a comparative study of the jigsaw and information gap tasks in vocabulary acquisition at school (Unpublished master thesis). Kristianstad University Sweden, School of Education and Environment.

<sup>37</sup> Ashrafa.H, Ghanei M. F, & Salamic, M. (2014). The Impact of Online Games on Learning English Vocabulary by Iranian (Low-intermediate) EFL Learners, Article in Procedia - Social and Behavioral Sciences 286-287.

<sup>38</sup> Derakhshan, A & Davoodi K. E. (2015). The Effects of Using Games on English Vocabulary Learning. Journal of Applied Linguistics and Language Research, 2(3), 39-47

learn through games often develop positive attitudes and greater motivation toward learning.

Similarly, Arikan argues that while all vocabulary instruction has its place, it is crucial for teachers to provide context using various methods.<sup>39</sup> These may include incorporating audio or visual aids, using real objects and props, storytelling, problem-solving, giving examples, demonstrating grammatical usage, and using games. Teaching should be both clear and purposeful to be effective. Moreover, Scarfo and Littleford in Nair et al emphasize that creating a playful and enjoyable environment allows children to engage with, explore, and experiment with various new materials, thereby enhancing their learning experience.<sup>40</sup> Play enables children to develop independence and gain knowledge, while also promoting the acquisition and use of new vocabulary.

#### **E. The History of Primary School Establishment for the Suku Anak Dalam**

The establishment of primary schools for the Suku Anak Dalam in Pelakar Jaya Village on Bathin VIII Sarolangun, Jambi, is part of an effort by the government and various organizations to improve the quality of life and education for indigenous communities in remote areas. The Suku Anak Dalam, also called Kubu, has lived in isolation from the outside world, relying heavily on nature and avoiding urban life or broader social interactions. This

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<sup>39</sup> Arikan, A. (2009). Environmental peace education in foreign language learners' English grammar lessons. *Journal of Peace Education*, 6(1), 87–99.

<sup>40</sup> Nair, S. M., Yusof, N. M., & Arumugam, L. (2014). The effects of using the play method to enhance the mastery of vocabulary among preschool children. *Procedia-Social and Behavioral Sciences*, 116, 3976-3982.

lifestyle has led to limited access to education, healthcare, and other basic services.

In the past, most members of the Suku Anak Dalam had no access to formal education because of their remote locations and nomadic lifestyle. Children from this community often couldn't attend schools located in villages or towns due to the long distances and difficult geographical conditions.

In 2018, as part of efforts to address educational disparities in remote areas, a primary school was established in the Teran SPC village, or Pelakar Jaya, in Sarolangun. The government recognized the importance of providing access to education for this indigenous group to equip them with basic knowledge and enable them to participate in development. The establishment of the primary school for the Suku Anak Dalam in Sarolangun Jambi began through cooperation between local governments, non-governmental organizations (NGOs), and other stakeholders. This effort required a tailored approach due to the Suku Anak Dalam's nomadic and traditional nature. Several steps were taken to establish the primary school, including:<sup>41</sup>

Primary schools were constructed in areas closer to the temporary settlements of the Suku Anak Dalam or in places they frequently occupied. These schools were designed to be accessible when the community settled temporarily, allowing children to attend and receive an education. This initiative marked an important step in providing education to a group that had

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<sup>41</sup> Budhi Vhiraspati Jauhari, Arislan Said, *Traces of Civilization of the Anak Dalam Tribe*. (Bangko: Non-Governmental Organization of the Anak Dalam Tribe Group, 2012) pp. 25

long been excluded from formal schooling, ensuring that future generations could benefit from education while preserving their cultural heritage.

To ensure that education is effectively received by the children of the Suku Anak Dalam, the education system is often tailored to meet their local needs and cultural context. Some schools also involve tribe members to help teach and maintain the continuity of the educational process, making the learning environment more relatable and integrated with the community's values.

Because the Suku Anak Dalam is traditionally nomadic, a mobile education system has been implemented. Teachers travel from one settlement to another to provide lessons to the children of the Suku Anak Dalam, ensuring that education is accessible even in their transient lifestyle.

One of the significant challenges in establishing schools for the Suku Anak Dalam is adopting a culturally sensitive approach. Therefore, in addition to standard academic subjects, these schools also teach local cultural values and emphasize the importance of preserving their traditions. This approach helps bridge the gap between modern education and the community's cultural identity.

Many settlements of the Suku Anak Dalam are located deep in the forest, making them difficult to access by conventional transportation. This presents a challenge in building infrastructure and sending teachers to these areas, requiring extra effort and resources to ensure education reaches these remote communities. Some members of the Suku Anak Dalam are not fully

aware of the importance of formal education because they prioritize their traditional and self-sufficient lifestyle in the forest. This mindset can sometimes make it harder to encourage participation in the formal education system.

The nomadic lifestyle of the Suku Anak Dalam often complicates their ability to consistently follow formal education, especially when they need to move from one place to another. This constant movement makes it difficult for children to stay enrolled in school on a regular basis.

Overall, the history of the Suku Anak Dalam in Sarolangun and Jambi reflects their struggle to survive and adapt amidst changing times and the evolving civilizations around them. Their efforts to integrate education while preserving their traditions showcase the resilience and adaptability of this indigenous community

## **F. Previous Study**

There are some previous studies for this research. The first was conducted by Novia Nur'aini and titled *The Influence of the Fun Learning Strategy on Improving Science Learning Achievement on the Topic of Body Needs of First Grade Students at SDN Blondo 1, Mungkid District, Magelang Regency*, shows a positive and significant effect. This is evident from the paired sample t-test results, which indicate a significance value of 0.000 (less than 0.05) and a t-value greater than the t-table value, namely  $12.454 > 0.404$ . This means that  $H_0$  is rejected, or in other words,  $H_1$  is accepted. Therefore, it can be concluded that the fun learning strategy has a significant effect on the

science learning achievement of first-grade students on the topic of body needs at SDN Blondo 1, Mungkid District, Magelang Regency.<sup>42</sup>

The second study was conducted by Nuralfina and titled *The Influence of Implementing the Fun Learning Method on Writing Short Stories by Seventh Grade Students at SMP UNISMUH Makassar*, indicates that the application of the fun learning method has an effect on students' short story writing skills. The average pre-test score in the experimental class before implementing the fun learning method was 72.95, with scores ranging from a minimum of 65 to a maximum of 95. After the method was applied, there was an increase, with scores ranging from a minimum of 75 to a maximum of 97, and an average score of 83.38. In contrast, the control class had a pre-test average score of 62.71, with scores ranging from 45 to 75, and also showed improvement in the post-test, with scores between 58 and 80, and an average of 69.88. The t-test result showed that the calculated t-value ( $t_{hitung}$ ) was 1.720. Based on the independent sample t-test, the research hypothesis is accepted because the calculated f-value is less than the critical f-value ( $0.05 > 1.270$ ).<sup>43</sup>

The third was conducted by Farideh Bavi with the title *The Effect of Using Fun Activities on Learning Vocabulary at the Elementary Level*. This study explored the impact of incorporating fun activities into vocabulary

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<sup>42</sup> Nur'aini, N. (2017). *PENGARUH STRATEGI FUN LEARNING TERHADAP PENINGKATAN PRESTASI BELAJAR IPA MATERI KEBUTUHAN TUBUH* (Doctoral dissertation, Skripsi, Universitas Muhammadiyah Magelang).

<sup>43</sup> Lestari, N. (2022). *Pengaruh Metode Fun Learning dan Minat Belajar Terhadap Hasil Belajar IPS Terpadu Siswa Kelas VIII SMPN 2 Ponorogo* (Doctoral dissertation, IAIN PONOROGO).

learning at the elementary level in Ahvaz. The participants consisted of 40 female students, selected from a pool of 80 learners enrolled in an English institute. Their ages ranged from 8 to 15 years old. To ensure group homogeneity, the Oxford Quick Placement Test was administered to assess their proficiency levels. A teacher-made test based on Hill's book was used as a pre-test. The students were then evenly divided into an experimental group and a control group. The experimental group received vocabulary instruction through fun activities, while the control group was taught using traditional methods. Both groups underwent 12 treatment sessions, each lasting 45 minutes and using the same learning materials. At the end of the program, a post-test was administered. Data analysis using Independent and Paired Samples Tests revealed that the experimental group significantly outperformed the control group ( $p < 0$ ). The findings highlight the effectiveness of fun activities in enhancing vocabulary acquisition.<sup>44</sup>

The fourth was conducted by Purnami with the title Fun Activities to Teach Vocabulary for Young Learners: A Library Research. This study explores various fun activities suited to young learners' characteristics and learning styles in teaching vocabulary. Drawing on library research, it identifies nine enjoyable methods teachers can apply: singing or listening to songs, watching videos, playing games, listening to or telling stories, engaging in conversations, going on study tours or outdoor activities, coloring, and using pictures or flashcards. These activities align well with how young

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<sup>44</sup> Bavi, F. (2018). The effect of using fun activities on learning vocabulary at the elementary level. *Journal of Language Teaching and Research*, 9(3), 629-639.

learners learn and behave. Nonetheless, successful implementation requires teachers to be creative, imaginative, and innovative to make the vocabulary learning process more engaging and enjoyable.<sup>45</sup>

The last was conducted by Sirait and Daulay with the title Junior High School Students' Perception of the Using Fun Easy Learn Application in Vocabulary Learning. The results of this research from the data analysis, conducted using frequency counts and content analysis, revealed that the majority of students felt happy and satisfied with using the Fun Easy Learn app for vocabulary learning. They reported several advantages of the app, including: (1) increased motivation, (2) a more enjoyable and less stressful learning experience, (3) improved understanding and vocabulary development, (4) extended learning time, and (5) ease of navigation within the app. Students also perceived the Fun Easy Learn app as effective for learning English vocabulary. This perception emerged due to several benefits they experienced, such as: (1) enhanced memory, (2) improved mastery of English vocabulary, and (3) growing interest in learning English vocabulary. Overall, students who used the app expressed positive feedback about its use in vocabulary learning.<sup>46</sup>

Based on previous research, it can be concluded that the use of Fun Learning is highly effective in student learning. However, earlier studies primarily focused on the outcomes of Fun Learning itself. In contrast, this

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<sup>45</sup> Purnami, N. L. S. W. (2022). Fun activities to teach vocabulary for young learners: A library research. *E-Link Journal*, 9(1), 19-26.

<sup>46</sup> Nisa'Sirait, R. N. M., & Daulay, E. (2024). Junior High School Students' Perception of the Using Fun Easy Learn Application in Vocabulary Learning. *IJECA (International Journal of Education and Curriculum Application)*, 7(1), 27-38.



study will focus on the experiences and perspectives of both students and teachers regarding the implementation of Fun Learning in improving the vocabulary of elementary students from the Suku Anak Dalam (SAD) community.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Kind of The Research**

The type of research is qualitative research, which is a method used to study objects in their natural conditions, in contrast to experiments where the researcher is a key element. Qualitative research involves inductive data analysis, and the results emphasize meaning rather than generalization, which is a reasoning process moving from individual cases to general conclusions. The type of research used by the researcher is field research, which aims to obtain data through direct observation, with the data collected being obtained from the field as the subject of the study.<sup>47</sup> The location for this research is at SD Suku Anak Dalam Sarolangun Jambi. The basis for choosing this location is that the children in this school environment still need improvement and development.

#### **B. Subject of the Research**

The subject of research in this study was SD Suku Anak Dalam (SAD) at Pelakar Jaya, Sarolangun Jambi. The researcher conducted this research because the researcher wanted to know the experience of SD Suku Anak Dalam in using Fun Learning Method to improve English vocabulary mastery. To know the experience of SD Suku Anak Dalam in using Fun Learning Method to improve English vocabulary mastery, purposive sampling was

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<sup>47</sup> Noeng Muhadjir, *Qualitative Research Methodology*, (Yogyakarta: Rakesa Rasin, 1996), p. 22

utilized by the researcher to choose the study participants. Purposive sampling, sometimes referred to as intentional sampling, is a sampling strategy that selects people or locations with the intention of discovering or comprehending the main phenomenon, as stated by John W. Creswell.<sup>48</sup>

The researcher chose sample from the lower grade of the elementary school because English should teach from the lower level. The total of the sample were 24 students in range of age 6 – 9 years. To mastery the vocabulary, the elementary students should be taught by using fun and attractive method so that the student feels happy and easy to catch the vocabulary.

**Tabel 1. Sokola Rimba Student Information**

<b>Age</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
0-5 Th	5	2	7
6-9 th	11	13	24
10-15 th	10	6	16
16-20th	2	5	7

**Sumber : Sokola Rimba Pelakar Jaya Tahun 2025**

### **C. Technique of Data Collection**

In qualitative research, data collection techniques used include interviews and observation. Interviews were conducted in a structured manner using a prepared list of questions to obtain in-depth information regarding students' experiences in implementing the fun learning method to enhance

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<sup>48</sup> Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.

English vocabulary mastery. Observation was carried out directly at the research site, where the researcher was present in the classroom to observe the teaching and learning process naturally, without participating in classroom activities. This was done to avoid bias and maintain the natural conditions of the learning process<sup>49</sup>. According to Creswell & Creswell (2017), interviews are an effective way to explore subjects' perspectives in depth, while observation assists the researcher in validating data through direct observation of behaviors and interactions occurring in the field<sup>50</sup>. The combination of these two methods enriches the collected data and enhances the validity of the research findings through data triangulation. The following is the explanation of those instruments used for this research.

### **1. Interview**

Interview method is one of the ways to obtain primary data. Primary data is understood as data which was collected during the conduction of a particular research.<sup>51</sup> Therefore, to obtain primary information, face-to-face interviews were employed. The researcher, with prepared written questions for the interviewees, used the structured interview. In this context, the structured interview protocols ask specific objective questions in an arranged order. In addition, the questions were

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<sup>49</sup> Lawrence Neuman, W. (2014). *Social Research Methods: Qualitative and Quantitative Approaches* (8th ed.). Pearson Education.

<sup>50</sup> John W. Creswell & J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 5th ed. (SAGE Publications, 2017).

<sup>51</sup> Hackett, P. (1998). *The selection interview*. CIPD Publishing..

well structured, planned and organized in line with the objective of the study. This process encouraged the participants to respond to the questions as accurately as possible.

The interview questions were designed in Indonesia Language to ensure proper responses from the participants; the interview process was also conducted using the mother tongue language (Indo). The responses were later carefully transcribed and translated to English. The use of the mother tongue language was used for those individuals who could not understand Indonesia thus enabling them to contribute relevant information in relation to the topic under study.

#### a. Interview

An interview is a form of direct communication between the researcher and the subject. Interviews are used as a data collection technique aimed at obtaining information about issues related to the research problem.

Based on the above, it can be concluded that an interview is communication between two or more parties, which can be conducted face-to-face, where one party acts as the interviewer and the other as the interviewee, with a specific purpose, such as obtaining information or collecting data.

Interviews can be categorized into three types:

#### a. Unstructured Interview (without a question guide)

- b. Structured Interview (using a question instrument)
- c. Semi-structured Interview (a combination of unstructured and structured interviews)

For this research, the author will use a structured interview to achieve the desired outcomes. In this case, the individuals interviewed by the researcher will be students at Sat school.

## **2. Observation**

Observation is one of the main data collection techniques in qualitative research. It is conducted to obtain direct information from research subjects in the field. In this study, observation is used to examine the process of Fun Learning-based instruction implemented by the teacher to SAD students in the classroom, including the students' responses and interactions during the learning activities. The observation is carried out in a non-participatory manner, meaning the researcher does not take part in the classroom activities but only observes from a distance to avoid bias or disruption to the natural flow of the learning process. Observations are conducted over multiple sessions to ensure more accurate and representative results.

The purposes of the observation include: observing the classroom atmosphere during the teaching and learning process, assessing how the teacher implements the Fun Learning method, identifying students'

responses to the learning activities, and examining the level of student participation and enthusiasm during lessons.

#### **D. Instrument of the Research**

The instrument used by the researcher in this research was the interview. The interview was conducted with students who received fun learning to master vocabulary.

##### **1. Interview**

According to Tracy SJ, Interview in qualitative is presents opportunities for invention, such as understanding, reflection, and explanation.<sup>52</sup> In other words that the researcher has several questions for students about the experience that the students faced during the fun learning activity to help students vocabulary mastery. The interviewees in this research were the students of SAD elementary school, teachers, and the chief of the village. The researcher has prepared a list of questions as the guide and the interviewees have flexibility regarding their answers. Structured interviews were used to gather the data because the structured interview protocols ask specific objective questions in an arranged order. In addition, the questions were well structured, planned and organized in line with the objective of the research. The researcher conducted an

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<sup>52</sup> Tracy, S.J. (2013) Qualitative Research Methods. Wiley-Black Well, West Sussex.

interview on March 20th, 2025. The following is the list of questions for students.

**Table 2. Interview Blueprint of Fun Learning to Vocabulary Mastery among SAD Students**

<b>No.</b>	<b>Indicator</b>	<b>Sub-Indicator</b>	<b>Interview Questions</b>
1	Emotional	Emotional response toward English learning	<ul style="list-style-type: none"> <li>• What do you think about English foreign language?</li> <li>• How do you feel when learning English using fun games, songs, or stories?</li> <li>• What was your first impression when English was taught using fun learning methods?</li> </ul>
2	Motivation	Motivation and interest to participate	<ul style="list-style-type: none"> <li>• What makes you excited or interested in learning English using the fun learning approach?</li> <li>• Do you feel more motivated to learn English through games or songs?</li> </ul>
3	Participation	Participation in class activities	<ul style="list-style-type: none"> <li>• What kind of fun activity do you enjoy the most during English lessons? Why?</li> <li>• Do you like joining in class when the teacher uses fun learning? Give an example.</li> </ul>
4	Vocabulary Mastery Progress	Vocabulary acquisition	<ul style="list-style-type: none"> <li>• What new English words have you learned from fun learning activities?</li> <li>• Can you remember English words more easily when learning through games or songs?</li> </ul>

## **2. Observation**

In addition to interviews, the instruments used in this research were observation sheets and an observation checklist to assist the



researcher in systematically observing the implementation of the Fun Learning method in the classroom and the students' responses to the learning process. The observation was conducted in a non-participatory manner, where the researcher did not take part in classroom activities but only observed from a distance to avoid disrupting the natural conditions of the teaching process. Observations were carried out over multiple sessions to ensure that the collected data were more accurate and representative. The observation instrument included aspects such as classroom atmosphere, student participation, teacher-student interaction, and the implementation of the Fun Learning method through games, humor, and storytelling. To ensure objective and structured data collection, the following is an observation checklist used in this study:

**Table 3. Observation Checklist of Fun Learning to Vocabulary Mastery Student SAD**

No.	Aspect being Observed	Description	Yes/No
1	Enjoyable Classroom Atmosphere	The classroom atmosphere appears cheerful and enjoyable during the learning process.	
2	Implementation of Fun Learning Method	The teacher uses games, humor, or storytelling in the teaching and learning process.	
3	Emotional Response of Students	Students appear happy, relaxed, and not anxious during the lesson.	
4	Student Participation	Students are actively involved in class activities such as answering questions, playing games, and asking questions.	
5	Teacher-Student Interaction	There is two-way communication between the teacher and students during the lesson.	

6	Peer Interaction Among Students	Students interact with each other or work together in groups during learning activities.	
7	Student Understanding of the Material	Students demonstrate understanding of the vocabulary or concept taught through fun learning activities.	
8	Use of Rewards of Appreciation	The teacher gives rewards or appreciation for students' active participation.	
9	Involvement in Guessing Games	Students participate in vocabulary guessing games.	
10	Attention during Storytelling or Humor	Students are focused and interested when the teacher tells stories or uses humor.	

### **E. Technique of Data Analysis**

Interview data were analyzed through transcription of respondents' answer; the coding was carried out to identify the main themes according to the research question. Meanwhile, observation data were analyzed by recording important things during the learning process using a checklist sheet and field notes. The notes were then grouped based on the aspects observed, such as classroom atmosphere, student participation, emotional responses, and the application of the fun learning method by the teacher. Thus, the combination of data analysis from interviews and observations provides a more comprehensive and in-depth picture of students' experiences in applying the fun learning method for English vocabulary mastery.

The following is the explanation about the techniques of data analysis of this research.

### **1. Data Collection**

In this research, researchers collected data using qualitative methods where structured interviews and non-participant observation as data collection instruments. The data collected are the students' thoughts in using fun learning for vocabulary mastery

### **2. Data Reduction**

The first step before reducing the data is the researcher analyzed the result of the data from the instruments of the research. The data reduction process is summarizing, choosing the main or the core parts, focusing on the essential things, looking for themes and patterns, and removing pointless things. In data reduction, the researcher collected all results from the field and transcribed all items that the researcher found. After that, the researcher coded the transcription of the data collection. Meanwhile the observation notes were analyzed to explore patterns of student behavior and responses to the implementation of the Fun Learning method.

### **3. Data Display**

The process of displaying data in qualitative research is carried out

through brief descriptions, charts, relationships between categories, flowcharts and others. The narrative text is the type that is often used to provide data. This research also uses narrative text in presenting the data. After reducing the data, researchers collected the data from the reduction data so that it resembles a conclusion and is displayed in paragraph form.

#### **4. Conclusion Drawing/Verification**

The final stage from the process of analyzing data is drawing conclusions. The researcher examined all data results from interview and observation and connected the data to the research problem of this research. So that, the researcher could conclude the points of all activities of this research and answered the research questions. The conclusion in qualitative research is the new discoveries that have never existed before. These discoveries could be in the form of the description of one object that was previously unclear and after being examined, the object becomes clear and it could be in the form of a hypothesis or theory.<sup>53</sup>

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<sup>53</sup> Nunan, D. (1991). *Language teaching methodology. A textbook for teachers* Prentice Hall.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Finding**

This chapter presents the findings of the study based on interviews conducted with students at SD Suku Anak Dalam (SAD) Pelakar Jaya, Sarolangun Jambi. The purpose of collecting this data was to explore the students' experiences in learning English vocabulary with fun learning strategies. The study applied a qualitative descriptive approach, focusing on how interactive and enjoyable activities such as guessing games, storytelling, and humor contributed to vocabulary mastery. The findings are organized into four main themes: emotional responses, motivation, participation, and vocabulary mastery progress. These themes highlight the affective impact of fun learning and how it supports students' engagement and achievement in learning English.

The researcher engaged in interviews with students to address the research set of questions concerning the students' experience of SD Suku Anak Dalam (SAD) at Pelakar Jaya, Sarolangun Jambi regarding the vocabulary mastery by using fun learning strategy such as Playing, Guessing games, humor, Story telling, and singing. However, based on the interview, the researcher found that the teachers did not use all of them but only Guessing games, humor, and Storytelling. The interviews took place on March 20th, 2025. The researcher conducted an interview with the students. The explanation can be seen below:

### a. Emotional Aspects

In the learning process, students' emotions play a vital role that often determines the success or failure in absorbing the material. Based on interview results, students at the Suku Anak Dalam (SAD) Elementary School expressed very positive emotional responses to the implementation of the fun learning method.

This indicates that fun learning functions not only as a method of delivering material but also as an approach that directly influences students' emotional conditions. The positive emotions experienced during learning—such as happiness, enthusiasm, and confidence—encourage students to be more open to receiving new information, including English vocabulary. The following excerpts illustrate the students' responses:

**Responden 1:** *“I only know that English is a foreign language is difficult to pronounce. Actually, it's not easy to understand and spelling.”*

**Responden 2:** *“I really liked it, especially when we said sentences together, it made me feel less afraid of making mistakes.”*

**Responden 3:** *“I'm starting to feel a bit more interested in learning this language, especially if it's taught using methods like today, with games that make it even more interesting.”*

**Responden 4:** *“At first, we were afraid to try because this language is very different from what we use in our daily lives. But after using the right method and teaching approach, we feel like we want to learn more.”*

Enjoyable Atmosphere	Classroom	The classroom atmosphere appears cheerful and enjoyable during the learning process.	✓
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Implementation of Fun Learning Method	The teacher uses games, humor, or storytelling in the teaching and learning process.	✓
Emotional Response of Students	Students appear happy, relaxed, and not anxious during the lesson.	✓
Teacher-Student Interaction	There is two-way communication between the teacher and students during the lesson.	✓

In terms of emotions, during the observation that the researcher also found, students displayed positive emotional responses. They seemed happy, relaxed, and comfortable, with no visible signs of stress or anxiety. This emotional state suggested that the learning approach successfully fostered a sense of psychological safety in the classroom. According to the interview results with respondents 3 and 4, who stated that they prefer learning methods through games, making the learning process more interesting. Students appeared comfortable and engaged, indicating that the environment was conducive to fun learning.

Two-way communication between the teacher and students occurred consistently. The teacher asked open-ended questions, waited for responses, and encouraged students to express their thoughts. Students also asked questions back to the teacher and shared their opinions freely, indicating a mutual, respectful exchange that supported learning. This positive atmosphere supported student involvement and reduced anxiety during lessons.

### b. Motivation Aspect

The next finding relates to motivation and interest. Based on the interview results, the use of the fun learning method in delivering new English vocabulary has shown improvement. This is certainly due to the learning atmosphere that has been created to be enjoyable, comfortable, and free from pressure. As a result, students became more enthusiastic about learning. This is reflected in the students' own remarks, as follows:

**Respondent 2:** *“I really liked it, especially when we said sentences together, it made me feel less afraid of making mistakes.”*

**Respondent 3:** *“I’m starting to feel a bit more interested in learning this language, especially if it’s taught using methods like today, with games that make it even more interesting.”*

Emotional Students	Response of	Students appear happy, relaxed, and not anxious during the lesson.	✓
Peer Students	Interaction Among	Students interact with each other or work together in groups during learning activities.	✓

During the learning observation, researcher found that the overall mood in the room indicated that the environment was enjoyable, with students appearing motivated and comfortable to engage in learning without signs of stress. A significant increase in student motivation was clearly noticeable. At the beginning of the class, some students appeared passive or hesitant, but as the teacher introduced fun learning elements—such as games, storytelling, and rewards—students gradually became more engaged. Their body language



shifted from reserved to enthusiastic, and their willingness to participate in classroom activities increased. Students who were previously quiet began to raise their hands, responding actively. Students frequently raised their hands to answer questions, eagerly volunteered for activities, and participated in group tasks. They were not passive observers but showed consistent involvement, especially during games and storytelling. This participation was spread evenly across the class, not limited to only a few students.

### c. Participation

Learning using the interactive fun learning method encourages students to participate more in learning activities. The delivery of simple new vocabulary, presented in an engaging way, creates a positive atmosphere that fosters a sense of involvement and good collaboration. This practice is supported by students' own statements, as follows:

**Respondent 5:** *"The teacher was fun, friendly, and often gave out prizes when we answered questions correctly. I really liked the game where we mentioned names of days, animals, and dates especially when we said them together."*

**Respondent 1:** "Play while teaching is really good, we can learn with an excitement situation.

**Respondent 3:** *"I'm starting to feel a bit more interested in learning this language, especially if it's taught using methods like today, with games that make it even more interesting."*

Student Participation	Students are actively involved in class activities such as answering questions, playing games, and asking questions.	✓
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During the classroom observation, student participation was one of the most prominent and observable aspects of the learning process. From the beginning of the lesson, several students were seen actively engaging with the teacher by responding to greetings and answering opening questions. As the session progressed into game-based activities, participation became even more dynamic. Students showed increased enthusiasm, raising their hands quickly and calling out answers during vocabulary guessing games. The room was filled with energy as they took turns playing roles in the games, and classmates cheered for each other, creating a sense of positive peer reinforcement. Even students who were initially quiet or hesitant gradually became more involved, encouraged by the friendly atmosphere and verbal praise from the teacher.

**d. Vocabulary Mastery Progress**

The learning-by-playing method in teaching English vocabulary is an effective approach to creating a fun and interactive learning environment. By incorporating game elements into the learning process, students become engaged both cognitively and emotionally. Activities such as word guessing games, storytelling, and interactive songs help students recognize, remember, and use new vocabulary naturally. This enjoyable atmosphere encourages students to participate more actively without feeling pressured, thus increasing their motivation to learn. This is reflected in the students' own statements, as follows:

**Responden 4:** *“We were afraid of learning English because it is different of our daily language. But after using the right method and teaching approach, we feel like we want to learn more.”*

**Responden 5:** *“By playing with studying, we can understand the English vocabulary much easier because the learning condition is very fun”*

Student Understanding of the Material	Students demonstrate understanding of the vocabulary or concept taught through fun learning activities.	✓
Use of Rewards of Appreciation	The teacher gives rewards or appreciation for students' active participation.	✓
Involvement in Guessing Games	Students participate in vocabulary guessing games.	✓
Attention during Storytelling or Humor	Students are focused and interested when the teacher tells stories or uses humor.	✓

The researcher observed that Fun Learning not only increased students' enthusiasm for learning but also made it easier for them to understand and retain English vocabulary more effectively. Additionally, the students' experience could show how good fun learning is. There are some ways that given by the teacher such as Guessing games, Humor, and Storytelling.

Students enthusiastically participated in vocabulary guessing games. These interactive activities were effective in reinforcing vocabulary knowledge while maintaining student interest and excitement. The teacher gave verbal rewards such as “Good job!”, “Excellent!”, and “Well done!”

whenever a student participated or answered correctly. These words of encouragement were often accompanied by clapping or giving stickers. This form of appreciation visibly increased students' motivation and reinforced positive behavior in class. The activities are shown in the picture below:



**Picture 1. Guessing game and Giving rewards**

Vocabulary guessing games were one of the highlights of the lesson. Students participated actively by trying to guess words based on gestures or picture cues. They appeared enthusiastic, leaning forward, raising hands, and sometimes jumping slightly in excitement when they knew the answer. These activities not only increased engagement but also reinforced vocabulary retention. The *Guessing Game* is an interactive vocabulary activity designed to engage young learners in a fun and meaningful way. In this activity, students are introduced to basic animal vocabulary. The teacher offers a series of clues—such as the sound the animal makes, its color, size, body parts, or habitat—without naming the animal directly. Students must then guess the animal using the correct English word. This method strengthens conceptual understanding in a contextual

way. When students learn through play, they often associate vocabulary with real-life situations or roles in the games, which ultimately reinforces their long-term memory of the words learned.

This activity not only reinforces vocabulary but also encourages listening comprehension and critical thinking. To further enhance student engagement, rewards or small incentives are given to those who answer correctly. These rewards help build a positive competitive spirit and inspire other students to stay motivated and actively participate in future activities. Overall, this game creates a playful yet educational environment that supports vocabulary development in a memorable and enjoyable way.



**Picture 2. Storytelling and Humor activities**

When the teacher told stories or used humor, students were noticeably focused. They listened attentively, responded with laughter at funny parts, and repeated words or phrases when asked. Their eyes were fixed on the teacher, and they did not show signs of distraction, indicating that storytelling and humor were effective tools for maintaining their attention. These lighthearted interactions help create a relaxed and positive classroom atmosphere, making the learning process feel less formal and more enjoyable. Students demonstrated their understanding of the vocabulary being taught through their correct usage in responses, successful completion of tasks, and ability to recall words during games. They were able to relate the vocabulary to familiar contexts, and some students even gave examples of the words in full sentences.

Students paid close attention and showed high levels of interest when the teacher incorporated storytelling and humor into the lesson. Their engagement during these moments highlighted the effectiveness of using such methods in sustaining focus and making learning enjoyable. Learning through play also enables collaborative learning, where students can help one another and communicate using English vocabulary directly. This not only improves language mastery but also enhances social skills and teamwork. Therefore, the learning-by-playing method has proven to create a positive and meaningful learning experience for students. By blending storytelling with humor, students are more attentive, emotionally connected, and motivated to participate. It also enhances their ability to remember new words and phrases

introduced in the story. Since young learners tend to respond well to entertainment, this method effectively supports vocabulary acquisition.

In conclusion, the implementation of *fun learning* significantly contributes to creating a joyful and supportive classroom environment. Students feel happy and at ease, even when engaging with English which is a foreign language. This positive atmosphere encourages participation and reduces learning anxiety, making students more open to absorbing new material. Findings from interviews further reveal that students' vocabulary skills have shown notable improvement. While the progress is mostly seen in basic categories such as animals, plants, transportation, colors, and other daily vocabularies. This foundation plays a crucial role in building their overall language competence. Fun learning not only makes lessons more enjoyable but also enhances students' confidence and motivation in learning English, especially in expanding their vocabulary.

## **B. Discussion**

Based on interview results with students of Suku Anak Dalam (SAD) Elementary School in Pelakar Jaya, Sarolangun, Jambi, the implementation of the fun learning method in teaching English vocabulary showed positive impacts in four main aspects: emotional response, motivation, participation, and vocabulary mastery. Therefore, to cultivate a like for learning, particularly in mastering

vocabulary or language, a more creative and contextually relevant approach is essential.<sup>54</sup>

Fun Learning is an engaging learning activity that makes students feel more comfortable and enjoy being in the classroom, especially in lessons aimed at improving their English vocabulary. The cheerful and relaxed classroom atmosphere observed aligns with Leslie (2015), which emphasizes that learners acquire language more effectively in environments with low anxiety and high motivation<sup>55</sup>. When students feel emotionally secure, they are more likely to participate actively and retain new vocabulary. The fun and joyful setting appeared to reduce psychological barriers to learning. The core idea of effective learning lies in creating an enjoyable environment one that is relaxed, free from pressure, safe, engaging, stimulating, and filled with positive emotions.<sup>56</sup>

Fun learning has been theoretically and empirically proven to enhance students' motivation and interest in participating in the learning process. An enjoyable learning environment can foster a sense of comfort, reduce anxiety, and encourage active student engagement<sup>57</sup>. Previous studies by Bavi also revealed

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<sup>54</sup> Dewi Kustanti, Yadi Prihmayadi, Problems of English Speaking Culture, al-Tsaqafa Journal Volume 14, No. 01, January 2017 pp. 171-172.

<sup>55</sup> Leslie, C. (2015). *Humour in Peer Interaction in the L2 Classroom*.

<sup>56</sup> Nihayati, Kayyis, R., & Khasanah, B. A. (2020). MENCIPTAKAN PEMBELAJARAN MENYENANGKAN DI RUMAH PADA ERA PANDEMI COVID-19 Nihayati1,. BAGIMU NEGERI: JURNAL PENGABDIAN MASYARAKAT P-ISSN : 2548-8651 | E-ISSN : 2548-866X Email : Ejournal@umpri.Ac.Id, 1–8.

<sup>57</sup> Tolstoy, L. (1862/1972). *Tolstoy on education*. (Ed. & Trans. by Edward Cook). Chicago: University of Chicago Press.



that enjoyable activities such as games, storytelling, and humor can boost students' enthusiasm and involvement in learning<sup>58</sup>. This is supported by the findings at SAD in Pelakar Jaya, where students felt more enthusiastic and confident when the learning process was conducted using the fun learning method.

In terms of the emotional aspect, students showed a change in their perception of English. Initially, they found English difficult and unfamiliar but later became more interested and comfortable with the lessons. This was reflected in student statements such as “we are not afraid of making mistakes when speaking together” and “I feel more interested when learning is done like today.” These responses indicate greater emotional comfort and reduced anxiety. This aligns with the core concept of fun learning, which is to create a pleasant and pressure-free learning environment that supports students' readiness to learn. Engaging in enjoyable activities can foster enthusiasm among young learners in the learning process.<sup>59</sup> Supporting this, a study by Bavi in Iran demonstrated that incorporating fun activities is an effective strategy for teaching vocabulary to elementary-level students.<sup>60</sup> Consistent with the researcher's observational findings regarding emotional aspects, the students' relaxed and happy emotional

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<sup>58</sup> Bavi, F. (2018). *Games as effective ESL language classroom strategies: A perspective from English major students*. *Journal of Language Teaching and Research*, **9**(3), 637–643.

<sup>59</sup> Hartina, S., Salija, K., & Amin, F. H. (2019). Teachers' Techniques in Teaching English to Young Learners at TK Bambini School at Makassar. *Indonesian TESOL Journal*, **1**(1), 78–88.

<sup>60</sup> Bavi, F. (2018). The Effect of Using Fun Activities on Learning Vocabulary at the Elementary Level. *Journal of Language Teaching and Research*, **9**(3), 629–639. <https://doi.org/10.17507/jltr.0903.24>

state reinforces the importance of emotional safety in learning. According to Pekrun's Control-Value Theory (2006), positive emotions enhance attention, interest, and long-term memory<sup>61</sup>. The absence of fear or anxiety during lessons indicates that the fun learning approach not only facilitated cognitive learning but also supported emotional development.

Regarding motivation, a cheerful and stress-free classroom atmosphere became a key factor in enhancing students' enthusiasm for learning. Several respondents said they felt more interested and less afraid to try speaking English when the learning was delivered in a fun way. This indicates that fun learning can foster intrinsic motivation, especially when lessons are presented through games and entertaining stories. Additionally, as noted by Ratminingsih et al., there are five enjoyable activities that teachers can utilize to facilitate vocabulary learning among young learners, such as games, song, story, conversation, and study tour.<sup>62</sup> This behavioral change indicated that the fun learning strategies implemented not only created a positive classroom atmosphere but also effectively enhanced students' intrinsic motivation. The combination of interactive methods and supportive teacher-student interactions appeared to reduce anxiety and foster a genuine interest in the learning material, particularly in mastering new vocabulary.

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<sup>61</sup> Pekrun, R. (2006). The control-value theory of achievement emotions: Assumptions, corollaries, and implications for educational research and practice. *Educational Psychology Review*, 18 (4), 315–341.

<sup>62</sup> Ratminingsih, N. M., Artini, L. P., Santosa, M. H. & Adnyani, L. D. S. 2021. Pembelajaran Bahasa Inggris untuk Anak Abad 21 Pegangan Guru Profesional. Depok: PT RajaGrafindo Persada

In the participation aspect, students were observed to be more actively involved in learning, particularly when the teacher used strategies such as guessing games, giving rewards for correct answers, and encouraging group activities. Student responses like “we like learning while playing” and “I enjoyed mentioning the days of the week together” show that they felt directly involved and had a role in the classroom. This level of participation not only improves cognitive engagement but also promotes social interaction among students. Moreover, Wikara et al. found in their study that fun learning can significantly boost students’ memory retention.<sup>63</sup> The students acknowledged that through this activity, they learned vocabulary such as the names of days, animals, and dates. They also mentioned that the teacher always gives the present to those who win the game. In line with this, Purnami stated that the students could play and learn something new in which it becomes easier for them to remember the vocabulary.<sup>64</sup>

The use of games, storytelling, and humor corresponds with Palmer et al., (2001), social constructivist theory, which encourages interactive learning through meaningful social experiences<sup>65</sup>. By incorporating these methods, the teacher provided contextualized vocabulary exposure that helped students

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<sup>63</sup> Wikara, B., Sutarno, Suranto, & Sajidan. (2020). Efek Pembelajaran yang Menyenangkan ( Fun Learning ) Terhadap Kemampuan Memori : Sebuah Kajian Teoritis. *S P E K T R A: Jurnal Kajian Pendidikan Sains*, 6(2), 192–195.

<sup>64</sup> Purnami, N. L. S. W. (2022). Fun activities to teach vocabulary for young learners: A library research. *E-Link Journal*, 9(1), 19-26.

<sup>65</sup> Palmer, B. C., Harshbarger, S. J., & Koch, C. A. (2001). Storytelling as a Constructivist Model for Developing Language and Literacy. *Journal of Poetry Therapy*.

internalize new words in a natural and memorable way. In line with this perspective, the teacher created an engaging and collaborative learning environment where students were actively involved in constructing their own understanding of new vocabulary. These methods not only facilitated deeper cognitive processing but also fostered emotional engagement, making the learning experience more memorable. Moreover, the incorporation of humor and storytelling helped reduce anxiety and increase motivation, encouraging students to participate more freely and confidently. This approach reflects how interactive and enjoyable learning experiences can significantly enhance vocabulary acquisition and overall language development.<sup>66</sup>

Effective two-way communication reflects the principles of communicative language teaching (CLT), which prioritizes meaningful interaction as a foundation of language acquisition. The dialogue between teacher and students allowed for clarification, scaffolding, and immediate feedback, which are essential in vocabulary learning as supported by Nation (2001)<sup>67</sup>. From the observation, the researcher realized that by engaging in interactive dialogue, students are given opportunities to use language actively and purposefully, which enhances their linguistic competence and confidence. Moreover, two-way communication fosters a learner-centered environment where students feel

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<sup>66</sup> Loranc-Paszylk, B., & Firla, M. (2019). *Engaging Students With Authentic Ways to Learn New Words: Use of Storytelling in the L2 Classroom*.

<sup>67</sup> Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*. Cambridge University Press.

encouraged to participate, take risks, and express themselves without fear of failure<sup>68</sup>. This kind of supportive atmosphere not only promotes language development but also nurtures positive attitudes toward learning. As a result, vocabulary is not only learned more effectively but also retained longer because it is acquired through authentic, emotionally engaging, and contextually rich experiences.

What the researcher observed during the classroom activities was that the teacher provided ongoing appreciation to each student. This indicates that the use of verbal encouragement not only increased students' engagement but also fostered a supportive and motivating learning environment. When students receive consistent affirmation for their contributions, they are more likely to feel valued and confident, which can enhance their intrinsic motivation and willingness to participate further.<sup>69</sup> The observed use of praise functioned as an effective strategy to strengthen desirable learning behaviors and promote a positive attitude toward the learning process. By consistently recognizing student effort, the teacher created a reinforcing cycle that encouraged continued participation and improved overall classroom dynamics.

As for vocabulary mastery, students showed improvement in recognizing and using basic English vocabulary, such as animal names, days of the week, and

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<sup>68</sup> Shqerra, N., & Shqerra, E. (2014). The Role of Derivation and Compounding in the Process of English Language Acquisition. *Journal of Educational and Social Research*.

<sup>69</sup> Lee, H., Shin, J., Kim, D., & Park, J. (2021). Effect of verbal encouragement on quadriceps and knee joint function during three sets of knee extension exercise. *Isokinetics and Exercise Science*.

colors. Teachers also stated that students who previously found English difficult became more enthusiastic after fun learning was applied. Activities such as guessing animals based on clues or listening to humorous stories helped students remember vocabulary more effectively. This suggests that learning through play and contextualization supports their memory and understanding of the material.

The observation results show that students' ability to recall and apply vocabulary during the learning activities indicates that their engagement went beyond mere exposure to new words they demonstrated a deeper level of understanding and retention. This observation aligns with Nation's (2001) assertion that vocabulary acquisition is most effective when learners encounter words repeatedly in meaningful and varied contexts. Through such repeated exposures, students are able to process the words more deeply, gradually building both their receptive and productive knowledge. When students are emotionally engaged and having fun, they are more likely to pay attention, participate actively, and internalize new information. As a result, the combination of meaningful context, repetition, and positive emotional engagement proved to be highly effective in supporting students' journey from vocabulary recognition to confident usage in real-life language situations.

Thus, implementing enjoyable instructional strategies in the classroom offers various advantages for both students and teachers. This, in turn, enhances focus and aids in better knowledge retention. Therefore, based on field findings, it can be concluded that the implementation of the fun learning method not only

creates an enjoyable classroom atmosphere but is also effective in enhancing motivation, participation, and vocabulary mastery among SAD students. Activities such as games and storytelling have proven to make English learning more accessible and enjoyable for students, without causing pressure or fear.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the research findings, it can be concluded that the students' experience on implementation of Fun Learning Methods in Education has a significant positive impact on the English vocabulary mastery of elementary school students from the Suku Anak Dalam community. The students' experiences indicate that fun-based learning activities, such as games, group tasks, and rewards, create a joyful atmosphere that encourages participation, reduces fear, and facilitates the retention of new vocabulary. Fun Learning not only improves student motivation and interest but also promotes a more active and engaging classroom environment. Students felt more enthusiastic and confident in learning English when they were involved in enjoyable activities. This approach also helped overcome the challenges posed by conventional teaching, especially for students from marginalized and culturally distinct backgrounds.

#### **B. Suggestions**

The use of Fun Learning methods should be further developed in English language teaching to increase students' vocabulary mastery, especially in early education and marginalized communities. Teachers are encouraged to continuously innovate with context-based games and engaging materials to sustain student interest. For future researchers, this study can serve as a reference



to explore other aspects of Fun Learning, such as its impact on grammar, speaking skills, or long-term vocabulary retention in similar educational settings.

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# **A P P E N D I X E S**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI CURUP**  
**FAKULTAS TARBIYAH**

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010  
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : [admin@iaincurup.ac.id](mailto:admin@iaincurup.ac.id)

Nomor : 282 Tahun 2025

Tentang  
**PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI**  
**INSTITUT AGAMA ISLAM NEGERI CURUP**

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;  
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;  
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup ;  
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup ;  
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;  
5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026 ;  
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup ;  
7. Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup ;
- Memperhatikan** : 1. Permohonan Saudara Reki Iswandi tanggal 14 April 2025 dan kelengkapan persyaratan pengajuan SK Pembimbing Skripsi  
2. Berita Acara Seminar Proposal Pada Hari Jumat, 7 Maret 2025

**MEMUTUSKAN :**

**Menetapkan**

**Pertama**

1. **Dr. Eka Apriani, M.Pd** 19900403 201503 2 005  
2. **Dr. Paidi Gusmuliana, M.Pd** 19840917 201501 1 004

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Reki Iswandi**

N I M : **18551049**

JUDUL SKRIPSI : **The Implementation of Fun Learning Methods in Creative and Innovative Education to Optimize English Vocabulary Mastery among Elementary School Students of Suku Anak Dalam Community**

- Kedua** : Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,  
Pada tanggal 17 April 2025

Dekan,

Sutarto





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI CURUP

Jalan AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax. 21010  
Homepage: <http://www.iaincurup.ac.id> Email: [admin@iaincurup.ac.id](mailto:admin@iaincurup.ac.id) Kode Pos 39119

**KARTU BIMBINGAN SKRIPSI**

NAMA	Keti Iswandi
NIM	18531049
PROGRAM STUDI	TBi
FAKULTAS	Tarbiyah
PEMBIMBING I	Dr. Eka Apriani, M.Pd
PEMBIMBING II	Dr. Paldi Gusmuniara, M.Pd
JUDUL SKRIPSI	The Implementation of Fun Learning Methods in Creative & Innovative Education to Optimize English Vocabulary Mastery among Elementary School Students of the Subi Anak Muslim Community
MULAI BIMBINGAN	
AKHIR BIMBINGAN	

NO	TANGGAL	MATERI BIMBINGAN	PARAF
			PEMBIMBING II
1.	10 Maret 2025	Revisi / perubahan judul	
2.	19 Maret 2025	Revisi Research Questions & Research objectives	
3.	25 Maret 2025	Acc Research Questions & Research objectives	
4.	14 April 2025	Revisi BAB 1-3	
5.	22 April 2025	Penambahan Teori & Metodologi	
6.	28 April 2025	Previous Research, Pedoman wawancara	
7.	6 Mei 2025	Research Gap, Dokumentasi, Step of observation	
8.	15 Mei 2025	Tambahkan Dokumentasi	
9.	20 Mei 2025	Perjelas data hasil penelitian	
10.	21 Mei 2025	Alhamdulillah Acc	
11.			
12.			

KAMI BERPENDAPAT BAHWA SKRIPSI INI  
SUDDAH DAPAT DIAJUKAN UJIAN SKRIPSI IAIN  
CURUP

CURUP, ..... 202

PEMBIMBING I,

PEMBIMBING II,

Dr. Eka Apriani, M.Pd  
NIP. 199004032015032005

Dr. Paldi Gusmuniara, M.Pd  
NIP. 198408172015031004





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI CURUP

Jalan AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax. 21010  
Homepage: <http://www.iaicurup.ac.id> Email: [admin@iaicurup.ac.id](mailto:admin@iaicurup.ac.id) Kode Pos 39119

**KARTU BIMBINGAN SKRIPSI**

NAMA	Reri Iswandi
NIM	1851049
PROGRAM STUDI	TBi
FAKULTAS	Tarbiyah
DOSEN PEMBIMBING I	Dr. Eka Apriani, M.Pd
DOSEN PEMBIMBING II	Dr. Paide Gusmuniyana, M.Pd
JUDUL SKRIPSI	The Implementation of Fun Learning Methods in Creative & Innovative Education to Optimize English Vocabulary Mastery among Elementary School Students of the suku anak dalam community
MULAI BIMBINGAN	
AKHIR BIMBINGAN	

NO	TANGGAL	MATERI BIMBINGAN	PARAF
			PEMBIMBING I
1.	11 Maret 2025	Perubahan judul setelah sampre	
2.	18 Maret 2025	Rumusan Masalah & Batasan Masalah	
3.	21 Maret 2025	Teori yg berhubungan dengan judul	
4.	15 April 2025	Pertanyaan Sumber dari luar	
5.	21 April 2025	Perjelas Definisi Vocabulary, Fun Learning, SAO	
6.	29 April 2025	Teori & Metodologi, diperbanyak sesuai kebutuhan	
7.	8 Mei 2025	Previous Research tambah lagi	
8.	16 Mei 2025	Sinkronkan lagi data hasil sesuai dengan tsingya	
9.	19 Mei 2025	Acc.	
10.			
11.			
12.			

KAMI BERPENDAPAT BAHWA SKRIPSI INI SUDAH  
DAPAT DIAJUKAN UJIAN SKRIPSI IAIN CURUP,

PEMBIMBING I,

Dr. Eka Apriani, M.Pd  
NIP. 199004032015032005

CURUP, ..... 202  
PEMBIMBING II,

Dr. Paide Gusmuniyana, M.Pd  
NIP. 198408172015031004

- Lembar Depan Kartu Bimbingan Pembimbing I
- Lembar Belakang Kartu Bimbingan Pembimbing II

**Tabel 1. Sokola Rimba Student Information**

Age	Female	Male	Total
0-5 Th	5	2	7
6-9 th	11	13	24
10-15 th	10	6	16
16-20th	2	5	7

Sumber : Sokola Rimba Pelakar Jaya Tahun 2025

**Table 2. Interview Blueprint of Fun Learning to Vocabulary Mastery Students SAD**

No.	Indicator	Sub-Indicator	Interview Questions
1	Emotional	Emotional response toward English learning	<ul style="list-style-type: none"> <li>• What do you think about English foreign language?</li> <li>• How do you feel when learning English using fun games, songs, or stories?</li> <li>• What was your first impression when English was taught using fun learning methods?</li> </ul>
2	Motivation	Motivation and interest to participate	<ul style="list-style-type: none"> <li>• What makes you excited or interested in learning English using the fun learning approach?</li> <li>• Do you feel more motivated to learn English through games or songs?</li> </ul>
3	Participation	Participation in class activities	<ul style="list-style-type: none"> <li>• What kind of fun activity do you enjoy the most during English lessons? Why?</li> <li>• Do you like joining in class when the teacher uses fun learning? Give an example.</li> </ul>
4	Vocabulary Mastery Progress	Vocabulary acquisition	<ul style="list-style-type: none"> <li>• What new English words have you learned from fun learning activities?</li> <li>• Can you remember English words more easily when learning through games or songs?</li> </ul>

**Table 3. Observation Checklist of Fun Learning to Vocabulary Mastery Student SAD**

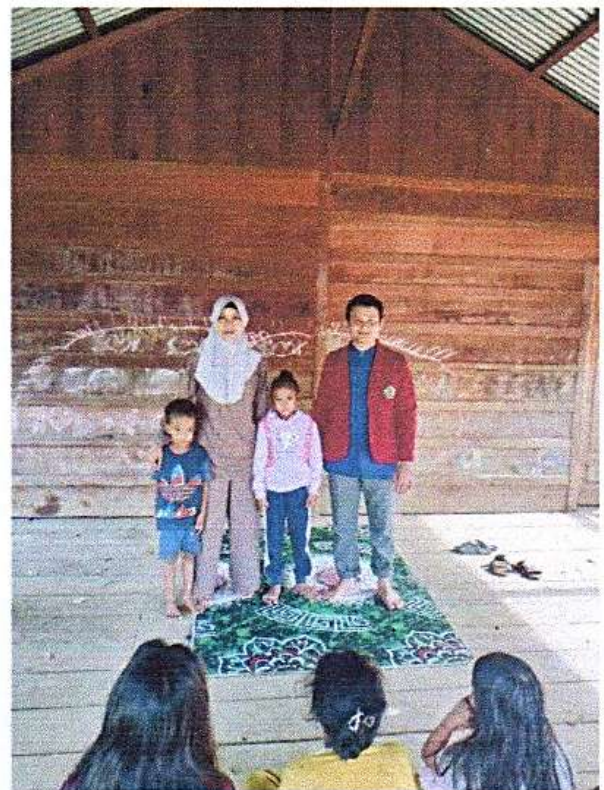
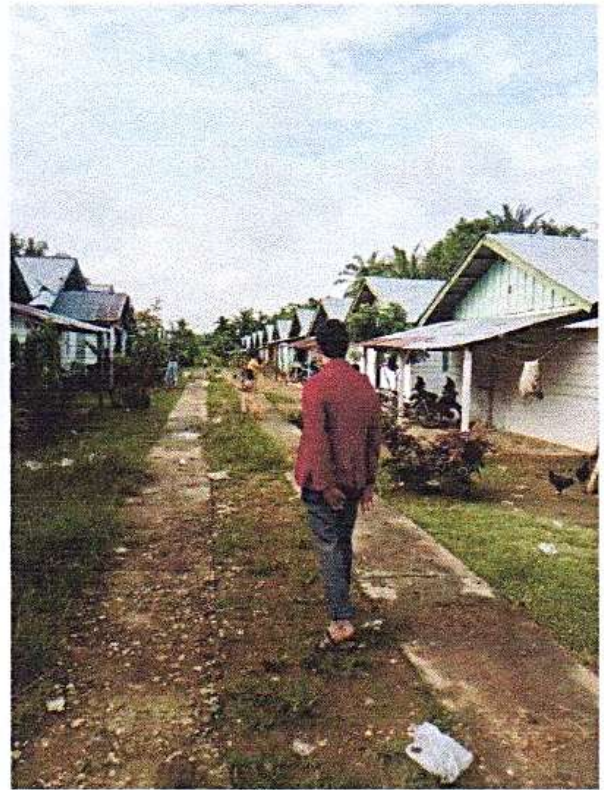
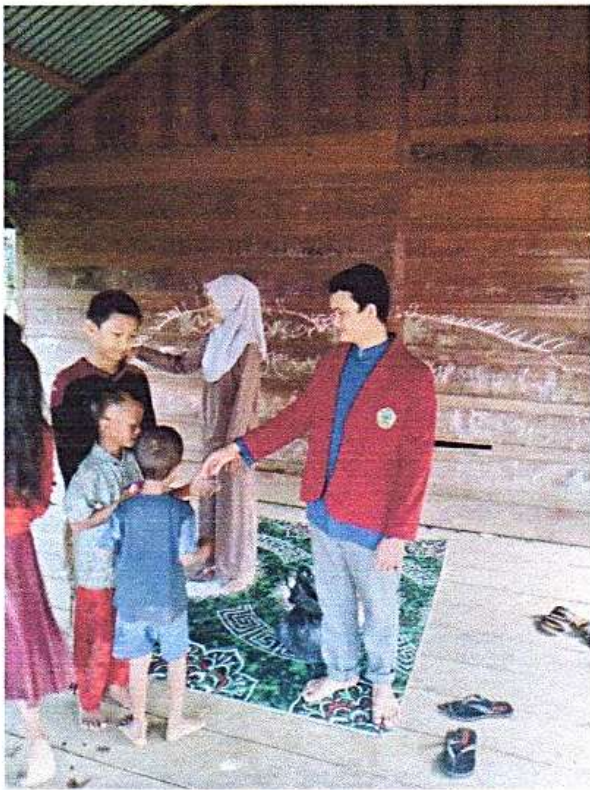
No.	Aspect being Observed	Description	Yes/No
1	Enjoyable Classroom Atmosphere	The classroom atmosphere appears cheerful and enjoyable during the learning process.	
2	Implementation of Fun Learning Method	The teacher uses games, humor, or storytelling in the teaching and learning process.	
3	Emotional Response of Students	Students appear happy, relaxed, and not anxious during the lesson.	
4	Student Participation	Students are actively involved in class activities such as answering questions, playing games, and asking questions.	
5	Teacher-Student Interaction	There is two-way communication between the teacher and students during the lesson.	
6	Peer Interaction Among Students	Students interact with each other or work together in groups during learning activities.	
7	Student Understanding of the Material	Students demonstrate understanding of the vocabulary or concept taught through fun learning activities.	
8	Use of Rewards of Appreciation	The teacher gives rewards or appreciation for students' active participation.	
9	Involvement in Guessing Games	Students participate in vocabulary guessing games.	
10	Attention during Storytelling or Humor	Students are focused and interested when the teacher tells stories or uses humor.	



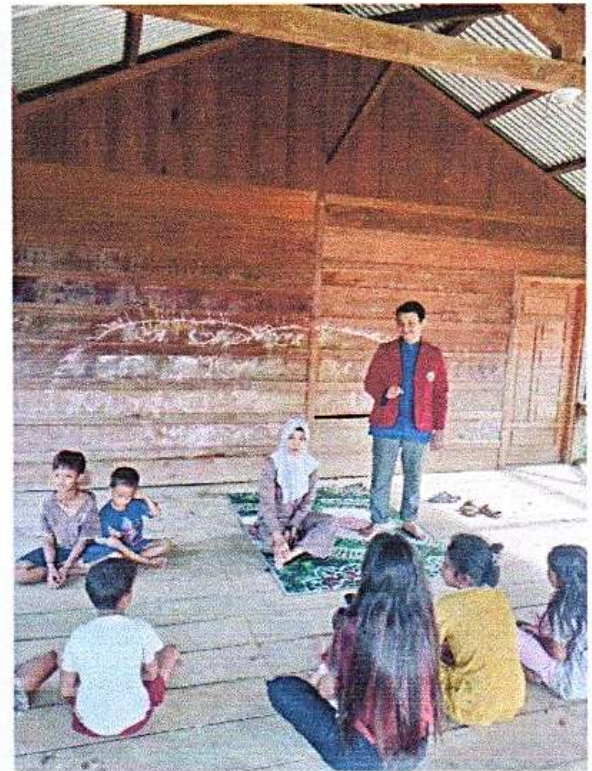
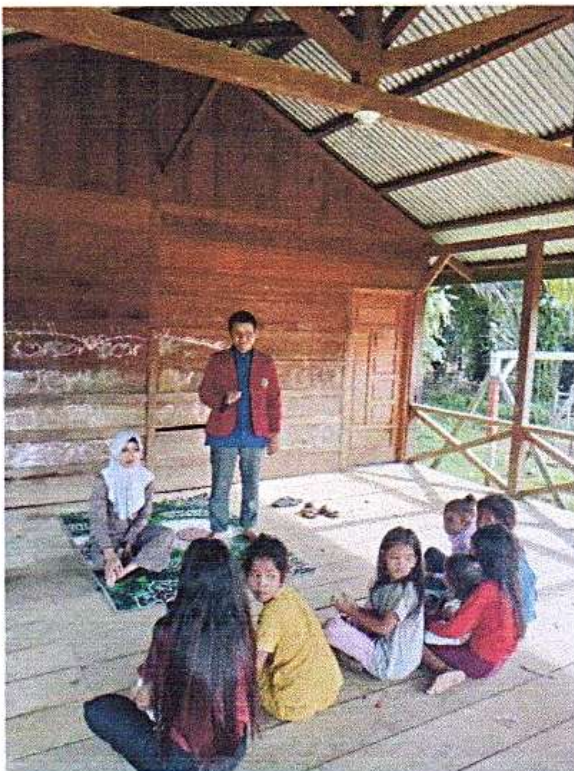
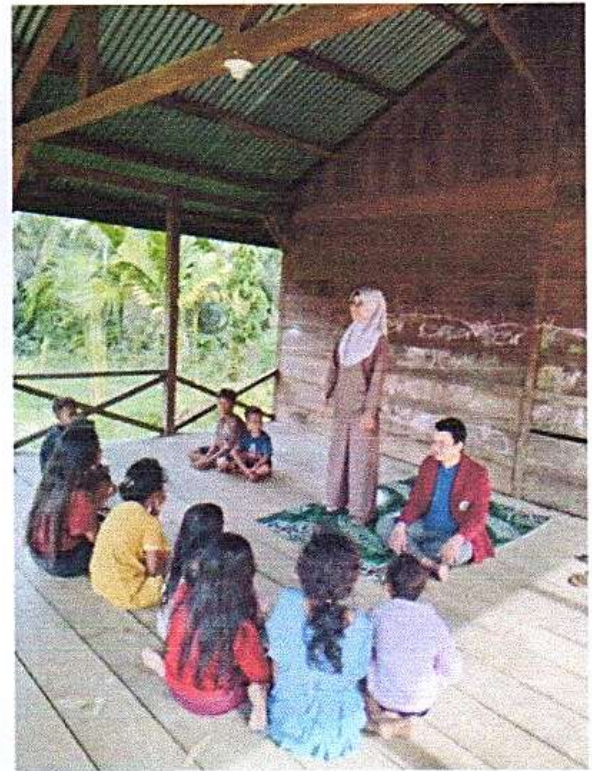
## DOCUMENTATION



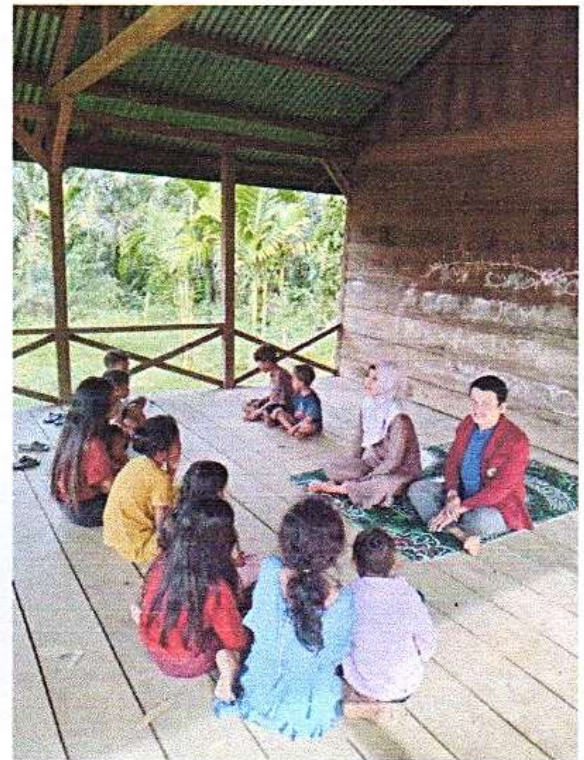
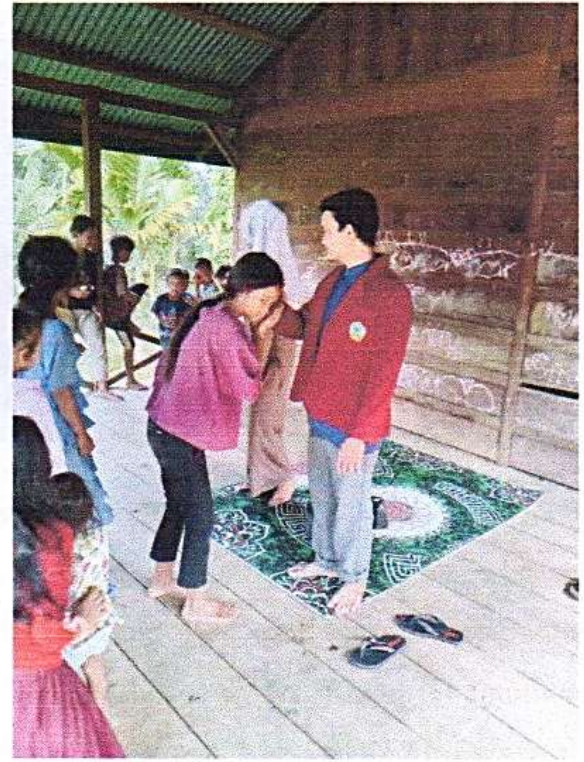














### **BIOGRAPHY**

**Reki Iswandi**, usually called Reki, was born in Sungai Naik Village, BTS Ulu sub-district, Musi Rawas district on September 3, 2001. The youngest son of four siblings namely, Susi Herianti, S. Pd, Herli Ana Purwanti, Yensi Fitriani, S.E, and Reki Iswandi. We were born from parents who were very extraordinary and great for us, namely Mr. Ispandi and Mrs. Ratna. The author first studied at SDN Sungai Naik Musi Rawas from grade 1 to grade 4 and SDN 46 Lubuklinggau from grade 4 to grade 6 and graduated in 2012. Then continued his education at SMPN 2 Lubuklinggau and graduated in 2015. Furthermore, he continued his education at SMAN 5 Lubuklinggau and choosing a major in science and graduating in 2018. After taking secondary education, the author continued his undergraduate education at the State Islamic Institute (IAIN) Curup, Faculty of Tarbiyah, Tadris English Study Program, with perseverance and high motivation to learn, and prayers from parents and relatives to complete his undergraduate education, the author successfully completed in 2025. Hopefully, the writing of this final thesis is able to make a positive contribution to the world of education and add to the treasures of science and is useful for users and others.