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The Effect of Fun Learning through English Fun Club Activities on Fifth-Grade Students' English Vocabulary Mastery

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A B S T R A C T
This study aimed to examine the effect of implementing the Fun Learning Method through "English Fun Club" activities on the English vocabulary mastery of fifth-grade students at MI Ibrohimiyah, Sukatani District. The study employed a quantitative pre-experimental method with a One-Group Pretest-Posttest Design involving 28 fifth-grade students selected through total sampling. Data were collected during approximately one month through a pre-test, six treatment sessions, and a post-test. Vocabulary mastery was measured using a 15-item test covering meaning and spelling. Data were analyzed using the Paired Samples T-Test with SPSS. The results showed an increase in the mean score from 62.14 to 77.68, with a significant difference ($p < .001$). The findings imply that Fun Learning through English Fun Club activities can support students' vocabulary development.

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INTRODUCTION

English language learning at the elementary school level has an important role in developing students' basic communication abilities and preparing them to participate in an increasingly globalized society. At the elementary level, vocabulary is a fundamental component of English learning because students need sufficient knowledge of words before they can effectively develop listening, speaking, reading, and writing skills. For fifth-grade students, vocabulary learning is particularly important because learners at this stage benefit from concrete, visual, and interactive learning experiences rather than learning activities that rely heavily on memorization. Therefore, English instruction for young learners needs to provide meaningful opportunities for students to encounter, practice, and use new vocabulary in an engaging learning environment.

In practice, however, English vocabulary learning remains challenging for some elementary school students. The problem is particularly evident when instruction relies predominantly on conventional and teacher-centered activities. Vocabulary learning that emphasizes memorization without sufficient interaction may cause students to lose interest, experience boredom, and have difficulty retaining newly learned words. The situation can become more challenging when students have limited exposure to English outside the classroom and when schools have insufficient extracurricular activities specifically designed to provide additional opportunities for English practice. Previous studies have indicated that fun learning activities can increase students' confidence, creativity, interest, and participation in English learning (Krismayani et al., 2022; Shahiba, 2022).

This problem was also identified at MI Ibrohimiyah, Sukatani District, where fifth-grade students experienced difficulties in mastering basic English vocabulary. The initial condition described in this study indicated that students' vocabulary achievement was still below the school's Minimum Completeness Criteria (KKM) of 70. The diagnostic assessment reported in the study showed an average score of 55, while classroom observations and teacher information indicated that students experienced boredom when vocabulary was taught through conventional memorization. These conditions demonstrate the need for an instructional approach that provides students with greater opportunities to learn vocabulary through enjoyable, interactive, and meaningful activities.

One possible approach to address this problem is the implementation of the fun learning method. Fun learning is designed to create a relaxed, enjoyable, and engaging learning atmosphere so that students can participate actively and learn without excessive psychological pressure. In English learning, enjoyable activities can provide opportunities for students to repeatedly encounter vocabulary through games, songs, movement, visual materials, and peer interaction. The theoretical foundation presented in this study is related to the Affective Filter Hypothesis, which emphasizes the importance of reducing anxiety, fear, boredom, and other affective barriers in foreign-language learning. When students feel more comfortable and motivated, they may become more willing to participate and practice the language.

In the present study, the fun learning method was implemented through an extracurricular activity called the "English Fun Club" at MI Ibrohimiyah. The activity was designed to provide additional opportunities for students to learn and practice English vocabulary outside the regular classroom through games, songs, flashcards, Total Physical Response (TPR), group activities, and simple speaking practices. The intervention was conducted through six sessions covering vocabulary related to the school environment and daily activities. These activities were intended not only to introduce new words but also to provide repeated and contextualized opportunities for students to recognize, understand, pronounce, and use the vocabulary.

Previous research has provided evidence that fun learning can support English learning among elementary-aged children. Krismayani et al. (2022), for example, reported that fun learning activities in English learning could contribute to increased confidence and creativity among children. Shahiba (2022) similarly reported that fun learning could support students' interest and confidence in learning. In addition, Ibrohim (2025), as cited in the thesis, found improvements in basic English vocabulary, listening and speaking skills, enthusiasm, and participation through fun learning activities. However, the present study differs from these studies in its specific context and implementation. Rather than applying fun learning only as a classroom teaching approach, this research examines its implementation through a structured English Fun Club as an extracurricular learning forum for fifth-grade students at a Madrasah Ibtidaiyah in Sukatani District, Bekasi Regency. This context provides a specific empirical setting for examining how an extracurricular English program can be used to strengthen vocabulary learning among elementary-level learners.

The contribution of this study is therefore both practical and empirical. Practically, the study provides an example of how schools with limited formal instructional time can create additional opportunities for English vocabulary development through a relatively simple extracurricular program using games, songs, flashcards, movement, and peer interaction. Empirically, the study contributes evidence concerning changes in students' vocabulary achievement before and after participation in the English Fun Club. The study is also relevant to the development of more engaging English learning practices because it connects the concept of fun learning with an extracurricular model specifically designed for elementary-level vocabulary development.

The objective of this research is to examine the implementation of the fun learning method through the "English Fun Club" activities and to determine whether the implementation produces a significant improvement in the English vocabulary mastery of fifth-grade students at MI Ibrohimiyah, Sukatani District. Accordingly, the study addresses the questions of how the fun learning method is implemented through the English Fun Club activities and whether students' English vocabulary mastery significantly improves after participating in the activities.

LITERATURE REVIEW

English Vocabulary Mastery in Young Learners

Vocabulary is a fundamental component of foreign language learning because learners need sufficient lexical knowledge to understand and produce language in meaningful contexts. Vocabulary knowledge is not limited to memorizing individual words; it involves knowing the form, meaning, pronunciation, spelling, and appropriate use of words. Nation (2013) explains that knowing a word involves multiple dimensions of knowledge, including its spoken and written form, meaning, and use. Therefore, vocabulary instruction for young learners should provide opportunities for learners to encounter, recognize, practice, and use words repeatedly rather than relying exclusively on memorization.

Vocabulary has an important relationship with the development of other language skills. Learners with limited vocabulary may experience difficulties in understanding spoken and written texts and in expressing their ideas orally and in writing. Nation (2013) emphasizes that vocabulary learning should be integrated with listening, speaking, reading, and writing activities. Similarly, Schmitt (2000) argues that vocabulary learning is central to second and foreign language development because lexical knowledge supports communication and comprehension. This position is particularly relevant to elementary school learners who are developing their foundational English competence.

For young learners, vocabulary learning needs to be adapted to their developmental characteristics. Children generally respond positively to learning activities that involve concrete objects, visual representations, movement, repetition, interaction, and meaningful contexts. Cameron (2001) argues that young learners require learning experiences that are appropriate to their cognitive and linguistic development. Pinter (2017) likewise emphasizes the importance of interactive and engaging activities in teaching languages to children. Consequently, vocabulary instruction for elementary school students should move beyond teacher explanation and word-list memorization toward activities that allow learners to experience and use language.

The present study focuses on vocabulary related to familiar topics such as the school environment and daily activities. Such vocabulary is appropriate for elementary learners because it is closely connected to their everyday experiences. The use of familiar contexts can make new lexical items easier to understand and remember. Nation (2013) further notes that vocabulary learning is strengthened when learners receive repeated exposure to words through meaningful language-focused and message-focused activities.

Fun Learning in English Language Education

Fun learning refers to an approach that creates an enjoyable, engaging, and psychologically supportive learning environment. The concept is consistent with learner-centered teaching because students are encouraged to participate actively rather than simply receive information from the teacher. In language education, enjoyable learning experiences may reduce anxiety, increase participation, and encourage learners to take risks in using a foreign language.

The affective dimension of language learning is particularly important for young learners. Krashen's (1982) Affective Filter Hypothesis proposes that emotional factors such as anxiety, confidence, motivation, and stress can influence the extent to which language input is acquired. When learners experience high anxiety or fear of making mistakes, the affective filter may interfere with language acquisition. Conversely, a comfortable and supportive environment can facilitate learners' engagement with comprehensible input. Fun learning activities are therefore theoretically relevant because they can create a less threatening environment in which learners are willing to participate and experiment with English.

Fun learning also corresponds to principles of active learning. Brown and Lee (2015) emphasize that effective language teaching should involve learners in meaningful and interactive classroom experiences. Similarly, Richards and Rodgers (2014) explain that language teaching approaches increasingly emphasize communication, learner participation, and meaningful activities. From this perspective, games, songs, movement, visual materials, and collaborative tasks are not merely entertainment but can become pedagogical tools when they are deliberately connected to instructional objectives.

For young learners, enjoyment is particularly important because their attention and motivation can be influenced strongly by the nature of classroom activities. Slattery and Willis (2001) recommend the use of activities that involve movement, repetition, visual materials, and interaction when teaching English to children. Pinter (2017) similarly highlights the importance of creating opportunities for children to learn through participation and social interaction. Therefore, fun learning can provide an appropriate pedagogical framework for vocabulary instruction at the elementary level.

Games as a Strategy for Vocabulary Learning

Games are one of the most commonly used techniques in fun learning because they combine learning objectives with competition, interaction, repetition, and enjoyment. Educational games can encourage students to repeatedly encounter vocabulary without experiencing the activity as repetitive memorization. Wright et al. (2006) explain that language games can provide meaningful opportunities for learners to practice language forms while maintaining their interest and participation.

Research evidence supports the use of games for vocabulary development. Huyen and Nga (2003) found that vocabulary games can contribute to students' vocabulary learning and motivation. Similarly, Taheri (2014) reported that games can facilitate vocabulary learning by providing learners with opportunities for repeated practice and interaction. These findings suggest that games may be particularly appropriate for young EFL learners who require frequent exposure to vocabulary.

Evidence from research involving young learners is also encouraging. Lai and Lin (2012) found that games, songs, and stories positively influenced English vocabulary learning among primary school students and contributed to learners' motivation. More recent research has continued to demonstrate the

value of game-based learning. Thompson and von Gillern (2020), through a Bayesian meta-analysis, found a moderately large overall effect of game-based instruction on English language learning and reported that game-based approaches can contribute substantially to English vocabulary acquisition.

Recent systematic reviews provide additional support. Firliantama and Rokhayani (2023) reported that games and learning applications can increase young learners' vocabulary scores and classroom activity. A more recent systematic review by Pratiwi et al. also concluded that game techniques such as flashcards, word games, Scrabble, and Wordwall can support vocabulary mastery, motivation, and active engagement among elementary school learners. Similarly, Körez and Güzeller (2026) found that game-based and gamification-oriented approaches generally produce positive outcomes for both vocabulary knowledge and learner motivation, although effectiveness depends on instructional design, implementation duration, and learner characteristics.

These findings provide a strong theoretical and empirical basis for incorporating games into the English Fun Club. In the present study, vocabulary games such as flashcard activities, whisper games, guessing games, matching activities, and charades are used to encourage repeated vocabulary exposure and active student participation.

Songs, Movement, and Total Physical Response

Songs constitute another important component of fun learning for young learners. Songs provide rhythm, repetition, pronunciation practice, and opportunities for learners to encounter vocabulary in meaningful sequences. The repetitive nature of songs can make lexical items easier to remember and can provide learners with repeated exposure without creating the impression of formal drilling.

The British Council's young learner resources emphasize that songs are useful in primary English classrooms because they are repetitive, motivating, and effective for reinforcing vocabulary and language structures. Songs accompanied by actions can also involve learners physically and support pronunciation and intonation development.

Empirical research supports this position. Lai and Lin (2012) found positive effects of games, songs, and stories on English vocabulary development among primary school learners. Ma'rifat (2017), in a case study of young learners in Indonesia, reported positive student responses toward song-based English vocabulary activities and found that songs helped learners understand vocabulary. More recently, Andari et al. (2024) examined vocabulary acquisition through children's songs and demonstrated the relevance of songs to vocabulary development among young learners.

Movement-based activities are also consistent with the characteristics of young learners. Total Physical Response (TPR) connects language with physical action, allowing learners to associate words with observable movements. Asher (2000) argues that language learning can be supported through listening comprehension combined with physical responses. In elementary English

education, movement can therefore make vocabulary more concrete and memorable.

In the present study, songs and TPR activities are used during the opening and vocabulary-learning stages of the English Fun Club. Students are encouraged to listen, repeat, move, and respond physically to English words. These activities are expected to increase attention and provide multisensory exposure to vocabulary.

Flashcards and Visual Learning

Visual materials are particularly useful in vocabulary instruction because they allow learners to connect words with concrete representations. Flashcards can present an English word together with an image, helping learners establish associations between the lexical form and its meaning. Nation (2013) recognizes the value of deliberate vocabulary learning and the use of word-focused activities as part of a balanced vocabulary-learning program.

For young learners, visual support can reduce the cognitive burden associated with learning unfamiliar English words. Cameron (2001) recommends the use of visual and contextual support when introducing vocabulary to children. Flashcards can also be incorporated into games, matching tasks, guessing activities, and memory activities, allowing learners to encounter the same vocabulary items repeatedly.

The use of flashcards is consistent with contemporary evidence on game-based vocabulary instruction. Recent systematic reviews have identified flashcards among the techniques that can support vocabulary recognition, understanding, and retention in elementary English learning. The British Council also recommends flashcards for teaching and revising vocabulary with children and suggests combining them with games such as memory games, matching, and guessing activities.

English Fun Club as an Extracurricular Learning Context

An English Club can provide additional opportunities for students to encounter and practice English beyond the limited time available in regular classroom instruction. Extracurricular language activities can create a less formal environment in which students have opportunities to interact with English through games, songs, group activities, and communicative tasks.

The English Fun Club in the present study is designed as a structured extracurricular learning environment rather than simply an additional English lesson. The activities combine vocabulary presentation, games, songs, flashcards, movement, peer interaction, and short performance tasks. This combination is intended to create repeated opportunities for vocabulary exposure while maintaining students' interest and participation.

The use of an extracurricular setting is particularly relevant when regular English instruction is constrained by limited classroom time. Additional exposure may provide learners with opportunities to consolidate vocabulary introduced during instruction. Nation (2013) emphasizes the importance of balanced opportunities for vocabulary learning, including deliberate learning, meaning-focused input, meaning-focused output, and fluency development. An

English Fun Club can provide a practical setting in which these components are integrated through age-appropriate activities.

Research conducted in Indonesia also supports the relevance of fun learning activities for young learners. Krismayani et al. (2022) reported that fun learning activities in English education could support children's confidence and creativity. Shahiba (2022) similarly found that fun learning can contribute to children's learning interest and confidence. These findings suggest that an extracurricular environment characterized by enjoyable activities can support not only academic outcomes but also positive learner attitudes.

Fun Learning and Vocabulary Achievement

The relationship between enjoyable learning activities and vocabulary achievement can be understood through several complementary mechanisms. First, fun learning increases opportunities for repeated exposure. Vocabulary is more likely to be retained when learners encounter and use words repeatedly in different contexts. Second, interactive activities increase student engagement. Third, games and songs can provide contextual and multisensory associations that support memory. Fourth, a supportive emotional environment can reduce anxiety and encourage learners to participate.

The existing empirical literature provides evidence for this relationship. Studies involving games, songs, and stories have reported improvements in young learners' vocabulary knowledge and motivation. Meta-analytic evidence has likewise demonstrated positive effects of game-based learning on English language and vocabulary outcomes. Recent systematic reviews have further confirmed that game-based approaches can positively influence vocabulary acquisition and learner motivation.

The present study extends this literature by combining several fun learning techniques within one structured English Fun Club program. Instead of examining only one technique, such as songs or a particular digital game, the intervention integrates flashcards, songs, games, TPR, matching activities, guessing activities, and short communicative tasks. This integrated design is consistent with the principle that vocabulary learning benefits from multiple encounters and complementary learning conditions.

Research Gap and Position of the Present Study

Although previous studies have demonstrated the effectiveness of games, songs, stories, and other interactive techniques for vocabulary learning, several gaps remain. First, much of the recent literature focuses on individual game-based techniques or digital game-based learning rather than a combination of low-cost, face-to-face activities. Second, systematic reviews indicate that the effectiveness of game-based learning may vary according to learner age, intervention duration, game design, and learning context. Third, there remains a need for empirical evidence concerning the implementation of integrated fun learning programs in Indonesian madrasah elementary-school contexts.

The present study addresses this gap by examining the implementation of the Fun Learning Method through an English Fun Club for fifth-grade students at MI Ibrohimiyah, Sukatani District. The intervention consisted of six sessions

incorporating games, songs, flashcards, TPR, matching activities, and interactive vocabulary practice. The study used a one-group pretest–posttest design with 28 fifth-grade students. According to the research data in the thesis, students' mean vocabulary score increased from 62.14 on the pre-test to 77.68 on the post-test, representing a gain of 15.54 points. The paired-samples test also indicated a statistically significant difference between the pre-test and post-test scores ($p < .001$).

Thus, the theoretical and empirical literature supports the proposition that vocabulary learning for young EFL learners can be strengthened through enjoyable, interactive, repetitive, and learner-centered activities. The English Fun Club provides a practical context for applying these principles by combining games, songs, visual materials, physical movement, and peer interaction. The present study consequently contributes empirical evidence concerning an integrated, low-cost fun learning model for English vocabulary instruction in an Indonesian Madrasah Ibtidaiyah context.

METHODOLOGY

Research Design

This study employed a quantitative approach using a pre-experimental research design, specifically a One-Group Pretest-Posttest Design. The design was selected because the study involved one group of students who were assessed before and after receiving the treatment. The treatment consisted of the implementation of the Fun Learning Method through "English Fun Club" activities. The research was conducted at MI Ibrohimiyah, Sukatani District, during the 2026/2027 academic year. The intervention was implemented in six sessions outside regular classroom hours. The activities included vocabulary games, songs, flashcards, Total Physical Response (TPR), matching activities, and simple role-play designed to create an enjoyable and interactive English learning environment.

The research design can be represented as $O_1 - X - O_2$, where O_1 represents the pre-test administered before the treatment, X represents the implementation of the Fun Learning Method through the English Fun Club, and O_2 represents the post-test administered after the treatment.

Population and Sample

The population of this study consisted of all fifth-grade students at MI Ibrohimiyah, Sukatani District. The sample comprised 28 fifth-grade students. A total sampling technique was employed because all students in the fifth-grade class were included as research participants. Thus, the sample represented the entire accessible population of fifth-grade students at the research site.

Data Collection Instrument and Procedure

The primary instrument for collecting data was an English vocabulary achievement test administered as a pre-test and post-test. The test consisted of 15 items, comprising 10 multiple-choice questions and 5 essay questions. The test measured students' vocabulary mastery, particularly their ability to

understand word meanings and identify or produce correct spelling. The test materials focused on vocabulary related to the school environment, daily activities, and related concrete vocabulary appropriate for fifth-grade students.

Before being used for data collection, the instrument was tested for validity and reliability. Item validity was examined using the Pearson Product-Moment correlation, while reliability was assessed using an internal consistency procedure. The thesis reports that all 15 items were retained as valid, with the calculated correlation values exceeding the specified critical value. The reliability coefficient was reported as 0.825, indicating that the instrument had a high level of consistency.

The treatment was conducted in six English Fun Club sessions. The activities incorporated interactive and enjoyable learning techniques, including flashcards, songs, vocabulary games, whisper games, TPR, matching activities, and role-play. These activities were intended to increase students' engagement and provide repeated opportunities to recognize, practice, and use English vocabulary in meaningful contexts. After completion of the six treatment sessions, the students were administered the post-test using the vocabulary assessment.

Data Analysis

The collected data were analyzed quantitatively using SPSS. Descriptive statistics were first used to determine the students' mean scores, minimum and maximum scores, and standard deviations for both the pre-test and post-test. The analysis showed that the mean pre-test score was 62.14, while the mean post-test score increased to 77.68.

Before hypothesis testing, an analysis prerequisite test was conducted using the Shapiro-Wilk normality test. The study also reported linearity and homogeneity tests. For hypothesis testing, the Paired Samples t-test was employed to determine whether there was a statistically significant difference between students' vocabulary scores before and after the implementation of the Fun Learning Method. The significance level was set at 0.05. If the Sig. (2-tailed) value was less than 0.05, the null hypothesis was rejected, indicating a significant difference between the pre-test and post-test scores.

RESEARCH RESULT

The research was conducted to examine the effect of implementing the Fun Learning Method through the "English Fun Club" activities on the English vocabulary mastery of fifth-grade students at MI Ibrohimiyah, Sukatani District. The research involved 28 fifth-grade students who were selected using total sampling. A pre-experimental method with a One-Group Pretest-Posttest Design was employed. The research consisted of three main stages: administering the pre-test, implementing the Fun Learning treatment through six English Fun Club sessions, and administering the post-test. The vocabulary test measured students' ability to understand and use English vocabulary, particularly in relation to school environments and daily activities.

Pre-Test Administration

The first stage was the administration of a pre-test to determine the students' initial vocabulary mastery before the implementation of the Fun Learning Method. The test consisted of 15 items, including 10 multiple-choice questions and 5 essay questions. The test focused on vocabulary meaning and spelling related to school environments and daily activities. Before being used, the instrument was subjected to validity and reliability testing. The thesis reports that all 15 items were retained as valid, while the reliability analysis produced a coefficient of 0.825, indicating that the instrument had an adequate level of internal consistency.

The pre-test results showed that the students' initial vocabulary mastery was relatively low. The mean score was 62.14, with scores ranging from 15 to 100. This result indicated that the students' average achievement was below the predetermined passing threshold of 70.

Implementation of the Fun Learning Method

The treatment was implemented through six sessions of the "English Fun Club." The activities were designed to create an enjoyable and interactive learning environment through games, songs, flashcards, Total Physical Response (TPR), matching activities, and role-play. The six sessions were organized into two major learning themes: school rooms and facilities, and daily activities at school and home.

During the first three sessions, students learned vocabulary related to school rooms and facilities. Students were introduced to words such as *classroom, library, laboratory, canteen, teachers' room, schoolyard,* and *principal's office*. Learning activities included flashcard demonstrations, pronunciation practice, "Guess the Room," location-based pair activities, and "Word Matching Race." These activities provided opportunities for students to repeatedly encounter and use vocabulary in meaningful contexts.

During the following three sessions, students learned vocabulary related to daily activities. The activities included the use of gestures through TPR, "Charades" or guessing games, sentence-building activities, and "Find Your Partner." Students practiced vocabulary such as *study, read books, eat lunch, play football, sweep the floor,* and *write*. The final session integrated the materials through a short role-play and review activity before the post-test was administered.

Post-Test Administration

After the six treatment sessions, the students completed a post-test using the vocabulary assessment. The post-test was administered to determine changes in vocabulary mastery following the implementation of the Fun Learning Method. The results demonstrated an increase in students' vocabulary scores compared with their pre-test performance.

Table 1. Comparison of Pre-Test and Post-Test Vocabulary Scores

Statistical Indicator	Pre-Test	Post-Test	Improvement
Number of students	28	28	—
Mean	62.14	77.68	15.54
Minimum score	15	30	+15
Maximum score	100	100	—
Standard deviation	23.88	18.78	—

As presented in Table 1, the students' mean vocabulary score increased from 62.14 before the treatment to 77.68 after the treatment. The mean difference was 15.54 points. In addition to the increase in the mean score, the minimum score increased from 15 to 30, while the maximum score remained 100. The decrease in the standard deviation from 23.88 to 18.78 also indicates that the post-test scores were more concentrated around the mean than the pre-test scores.

Analysis Prerequisite Testing

Before conducting the hypothesis test, the data were examined using prerequisite analysis. The normality test was conducted using the Shapiro-Wilk test because the sample consisted of fewer than 50 students. The thesis reports a significance value of 0.253 for the pre-test data, while the reported post-test normality result was below 0.001. The thesis subsequently proceeded with parametric analysis. A linearity test also produced a significance value of 0.456 for Deviation from Linearity, while the homogeneity test produced a significance value of 0.089.

Table 2. Summary of Prerequisite Analysis

Test	Statistic/Indicator	Sig.	Interpretation Reported in Thesis
Shapiro-Wilk – Pre-Test	—	0.253	Normally distributed
Shapiro-Wilk – Post-Test	—	<0.001	Significant result reported
Linearity	F = 1.020	0.456	Linear relationship
Homogeneity	F = 2.998	0.089	Homogeneous variance

Hypothesis Testing

The hypothesis was tested using a Paired Samples t-Test to determine whether there was a statistically significant difference between students' vocabulary scores before and after the implementation of the Fun Learning Method. The statistical hypotheses were formulated as follows: (H_0: \mu_1 = \mu_2) (H_1: \mu_1 \neq \mu_2)

The analysis produced a calculated t-value of -5.914 with 27 degrees of freedom and a significance value of ($p<0.001$). Because the significance value

was lower than the 0.05 significance level, (H_0) was rejected and (H_1) was accepted.

Table 3. Results of the Paired Samples t-Test

Comparison	Mean Pre-Test	Mean Post-Test	t	df	Sig. (2-tailed)
Pre-Test – Post-Test	62.14	77.68	-5.914	27	<0.001

The results in Table 3 demonstrate that there was a statistically significant difference between students' vocabulary mastery before and after the treatment. The increase in the mean score from 62.14 to 77.68, together with the significance value of ($p<0.001$), indicates that the implementation of the Fun Learning Method through the "English Fun Club" was associated with a significant improvement in students' English vocabulary mastery.

Overall, the results show that the research procedure—from the initial measurement, implementation of six Fun Learning sessions, final measurement, and statistical testing—produced a significant difference in students' vocabulary achievement. The findings therefore support the alternative hypothesis that the implementation of the Fun Learning Method through "English Fun Club" activities has a significant positive effect on the English vocabulary mastery of fifth-grade students at MI Ibrohimiyah, Sukatani District.

DISCUSSION

The findings of this study indicate that the implementation of the Fun Learning Method through the "English Fun Club" activities contributed positively to the English vocabulary mastery of fifth-grade students at MI Ibrohimiyah, Sukatani District. Before the implementation of the program, students experienced difficulties in understanding and remembering English vocabulary, particularly vocabulary related to the school environment and daily activities. The learning activities were subsequently designed to provide students with a more enjoyable and interactive learning experience through games, songs, flashcards, Total Physical Response (TPR), peer interaction, and simple role-play activities. After participating in the six sessions, students demonstrated better vocabulary learning outcomes. This finding suggests that vocabulary learning for elementary-level students can be strengthened when instruction provides meaningful opportunities for students to interact with words rather than relying primarily on conventional memorization. The finding is consistent with Azizah (2022), who emphasized the importance of vocabulary mastery as a foundation for developing students' broader English language abilities.

The improvement can also be explained by the characteristics of the Fun Learning activities implemented in the English Fun Club. The activities combined visual, auditory, physical, and social experiences, allowing students to encounter the target vocabulary repeatedly in different forms. Flashcards helped students connect words with visual representations, while songs and TPR enabled students to associate vocabulary with sound and physical movement. Games such as "Guess the Room," "Word Matching Race,"

"Charades," and "Find Your Partner" provided opportunities for students to recall and use vocabulary in an enjoyable context. Such activities are particularly appropriate for elementary school learners because they can maintain attention and participation more effectively than lengthy explanations or mechanical memorization. This finding is supported by Fauzi (2022), whose study of young Indonesian learners found that song- and game-based learning improved students' English vocabulary performance after the intervention. Similarly, research on flashcard-based learning among fifth-grade elementary students found that flashcards can facilitate active and enjoyable vocabulary learning.

The findings further indicate that the enjoyable atmosphere created during the English Fun Club was important in encouraging students to participate more actively in the learning process. The treatment was deliberately conducted in a relaxed atmosphere, beginning with ice-breaking activities and continuing with games, peer interaction, and simple rewards. Such an environment may reduce students' anxiety about making mistakes and encourage them to pronounce, recognize, and use English words more confidently. This interpretation is consistent with the theoretical foundation presented in the thesis, particularly the idea that a low level of anxiety and boredom can support foreign-language learning. It is also supported by Ritongga and Shahiba (2022), who reported that the implementation of Fun Learning was associated with increased learning interest and confidence among children. Krismayani et al. (2022) similarly reported that Fun Learning activities in English learning could support children's confidence and creativity. Therefore, the present findings suggest that the contribution of Fun Learning is not limited to vocabulary exposure, but also involves creating psychological and social conditions that encourage students to engage with English.

Another important finding is that the English Fun Club provided additional opportunities for English exposure beyond the limited time available in formal classroom instruction. The research setting identified limited exposure to English and a lack of English-specific extracurricular activities as some of the factors associated with students' initial vocabulary difficulties. The English Fun Club addressed this issue by providing structured opportunities for repeated vocabulary practice through interactive activities. This finding is relevant to research conducted by Krismayani et al. (2022), which implemented Fun Learning activities for children learning English and found positive changes in confidence and creativity. It is also consistent with Kirana and Jatuporn (2023), who described an "English Fun Learning" program in which games were used to support vocabulary learning, communication, creativity, and students' interest in using English. The present study extends these findings by applying Fun Learning specifically through an English Club format for fifth-grade students in a madrasah context.

Finally, the findings of this study are in agreement with previous research demonstrating that enjoyable and interactive language-learning activities can produce better learning experiences and vocabulary development than monotonous learning practices. Nabilah et al. (2021), for example, found that

Fun Learning produced better language-learning outcomes than conventional instruction in an elementary school context, although their study focused on Arabic rather than English. Likewise, Sakinah (2022) found that the use of scrambled-word games in vocabulary learning produced an improvement in students' vocabulary retention, demonstrating the potential of game-based activities to make vocabulary learning more engaging. These findings strengthen the interpretation that the improvement observed in the present study is pedagogically consistent with the use of interactive and enjoyable activities. However, because the present research used a one-group pretest-posttest pre-experimental design, the findings should be interpreted as evidence of improvement following the implementation of the program rather than as definitive proof that the Fun Learning Method alone caused the improvement. Future research could therefore employ a control group, involve a larger sample, and compare different types of Fun Learning activities to determine which activities are most effective for developing specific aspects of vocabulary mastery.

CONCLUSIONS AND RECOMMENDATIONS

The implementation of the Fun Learning Method through the "English Fun Club" activities had a positive and significant effect on the English vocabulary mastery of fifth-grade students at MI Ibrohimiyah, Sukatani District. The students' mean score increased from 62.14 in the pre-test to 77.68 in the post-test, representing an improvement of 15.54 points. The Paired Samples t-Test also showed a significance value of less than 0.001, which is below the 0.05 significance level. Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted, indicating that the implementation of the Fun Learning Method significantly improved students' English vocabulary mastery.

The implementation of the "English Fun Club" provided students with a more interactive, enjoyable, and less stressful learning environment. The activities were conducted through vocabulary games, songs, flashcards, Total Physical Response (TPR), matching activities, role-play, and other interactive learning activities. These activities provided students with opportunities to learn vocabulary through direct practice, repetition, movement, and interaction with their peers. The research findings indicate that such activities can support students in understanding and remembering English vocabulary, particularly vocabulary related to the school environment and daily activities.

Based on these findings, the implementation of the Fun Learning Method through an English Club can be recommended as a practical alternative for English vocabulary learning at the elementary or madrasah level. Schools and English teachers can integrate similar activities into extracurricular programs or regular English lessons to provide additional opportunities for vocabulary practice. The program can be adapted according to students' learning needs, available facilities, instructional time, and school context. Through consistent implementation, the activities are expected to support students' vocabulary

development, motivation, confidence, and active participation in learning English.

ADVANCED RESEARCH

This study has several limitations that should be considered when interpreting its findings. First, the research used a pre-experimental One-Group Pretest-Posttest Design involving only 28 fifth-grade students from one school. Because there was no control group, the improvement in students' vocabulary scores cannot be attributed exclusively to the Fun Learning Method without considering other possible factors that may have influenced the results. In addition, the research was conducted within a relatively short period and involved six sessions of "English Fun Club" activities. Therefore, the findings should be interpreted within the specific context of MI Ibrohimiyah and the characteristics of the participating students.

Second, the assessment in this study primarily focused on students' English vocabulary mastery, particularly the aspects of meaning and spelling. Although the learning activities also included pronunciation, speaking, movement, and interactive practice, these aspects were not the primary outcomes measured through the main statistical analysis. Consequently, the study does not provide sufficient evidence regarding the longer-term effects of the Fun Learning Method on other English language skills. Future research could investigate whether the same learning approach produces similar effects on speaking, listening, reading, pronunciation, or students' motivation and confidence in learning English.

For further research, it is recommended that researchers employ a stronger experimental design, such as a quasi-experimental design involving experimental and control groups, and include participants from several schools with larger and more diverse samples. Future studies could also extend the intervention period to examine whether vocabulary gains are maintained over time. In addition, researchers may combine games, songs, flashcards, TPR, digital learning resources, and other interactive activities and compare their effectiveness. Such research would provide broader evidence regarding the effectiveness and sustainability of Fun Learning Method-based English Club activities for elementary and madrasah students.

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