


## Boosting Vocabulary Through Play: Funbrain's Impact on SMP Muhammadiyah 6 Students

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ARTICLE INFO	ABSTRACT
<p><b>Article history:</b> Received: February 20, 2023 Revised: August 25, 2023 Accepted: December 20, 2023 Published: August 31, 2025</p> <p><b>Keywords:</b> Effectiveness Vocabulary Funbrain</p>	<p>This study investigates the effectiveness of the Funbrain game in enhancing vocabulary achievement among seventh-grade students at SMP Muhammadiyah 6 Makassar. Addressing the urgent need for engaging, technology-based learning tools, a pre-experimental design with pre- and post-tests was employed. A purposive sample of 25 students participated, with data collected through a 20-item multiple-choice vocabulary test. Results revealed a significant improvement in students' vocabulary scores—from a pre-test mean of 62 to a post-test mean of 83.8. Statistical analysis using a t-test confirmed the significance of this improvement (<math>t\text{-value} = 13.6 &gt; t\text{-table} = 1.71</math>), leading to the acceptance of the alternative hypothesis (H1) and rejection of the null hypothesis (H0). These findings highlight the potential of educational games like Funbrain to support vocabulary acquisition in EFL contexts, offering a novel and interactive approach to language learning.</p> <p><i>This is an open access article under the <a href="#">CC BY-SA</a> license.</i></p> 
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## INTRODUCTION

In this modern field, many children prefer playing to studying, especially in English, which they do not understand. For this reason, teachers need to develop methods of teaching English to young learners without boring children while learning. To help children learn English, children love to play, so teachers can teach through play.

Regarding the problem that existed in SMP Muhammadiyah 6 Makassar, students have trouble remembering vocabulary when learning English. Researchers observed the student's condition during her month-long learning process. Researchers believe the game can help teachers engage students and help them understand English, especially when learning new vocabulary. It can also be used to motivate students in the learning process.

## RESEARCH METHOD

In this study, the investigator quantification method was used. Investigators conducted the data according to a pre-test-post-test pre-experimental design. The study population was her 7th grade of SMP Muhammadiyah 6 Makassar in the 2022/2023 school year. The population consists of her three classes, and we select Class VII-B SMP Muhammadiyah 6 Makassar as a sample. In collecting the data, researchers used instrumental testing. The test vehicle is a vocabulary test, consisting of 20 multiple-choice questions. This test is used for pre- and post-tests.

## RESULT AND DISCUSSION

Explain the findings of the study, such as the scores of students on the pre- and post-tests, in this finding. The table below shows how students' vocabulary has improved.:

### 1. The expansion of the students' noun-specific vocabulary

**Table 1. The expansion of the students' noun-specific vocabulary**

Indicator	Pre-test score	Post-Test score	Improvement
Students Vocabulary (Noun)	62.4	83.84	34.3%

The table above shows that before treatment, the average pre-test vocabulary score of the students improved to 62.4, and after the treatment, the average post-test vocabulary score of the students was 83.84. Therefore, it can be summarized that the students' vocabulary improved by 34..

### 2. Frequency and rate percentages of students are shown in

**Table 2: The total score category of the students.**

No.	Category	Score	Pre-Test		Post-Test	
			Fre	%	Fre	%
1	Excellent	96-	-	-	1	4
2	Very Good	86-95	-	-	10	4
3	Good	76-85	4	16	10	4
4	Fairly Good	66-75	5	20	4	1
5	Fair	56-65	11	44		
6	Poor	36-55	5	20		
7	Very Poor	0-35	-			
	TOTAL		25	10	25	1

Source :Processed data (2023)

The categories, frequencies, and proportions of students' vocabulary differ before and after the test, as shown in this table. Results from the pre-test before playing the Funbrain game: There were no students rated as "very good," "very good," or "very bad." There are four students classified as "good," five students classified as "fairly good," eleven students classified as "fair," and only five students classified as "bad."

After using the Funbrain game, post-test results show that no students were in the fair, poor, or very poor categories. One student is in the Excellent category, ten are in the Very Good category, ten are in the Good category, and four are in the Fairly Good category..

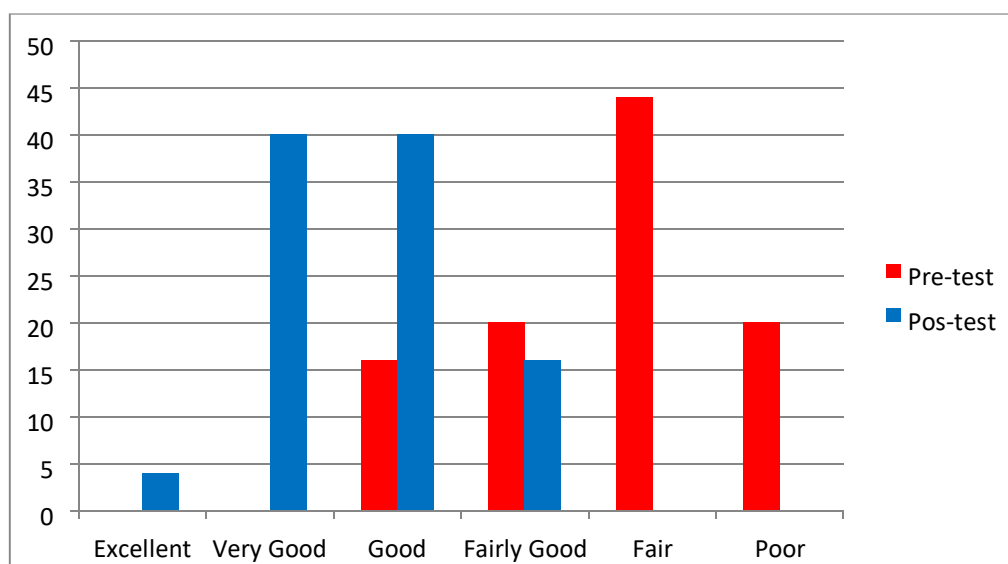


Chart 1. The result of the students Pre-test and Post-test

According to Table 4.1 above, which compares student scores before and after using the Funbrain game, 4 (16%) students rated the pre-test as good, and 5 (20%) students rated it as "fair." Good," 11 students (44 percent) rated it "Normal," and 5 students (20 percent) rated it "Poor."

Post-test scores indicate student scores, but 4 (16%) students scored "very good," 10 (40%) students scored "good," and 10 (40%) students were rated as 'very good' and 1 student (4%) was rated as 'very good'.

Based on the explanations above, the percentage of posttests was higher than that of pretests, so the percentage of students' scores and vocabulary proficiency was better for posttests than for pretests.

### 3. The mean score students' vocabulary achievement in term of noun

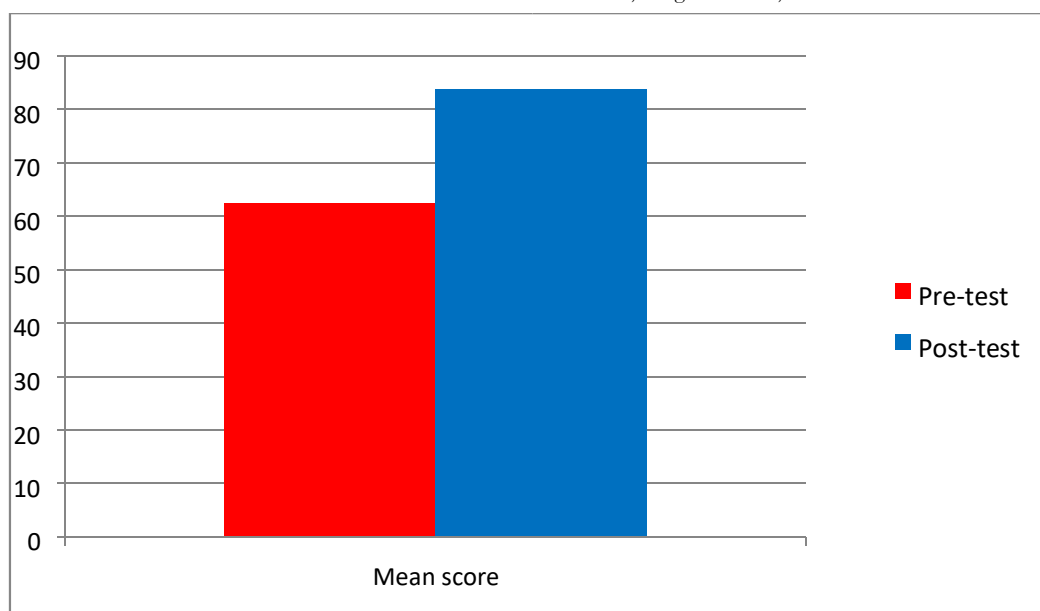


Chart 2 Mean score

The students' mean pre-test score before treatment was 62.4, according to Table 4.2, while their mean post-test score after treatment was 83.84. This indicates that students' vocabulary proficiency increased as a result of playing the Funbrain game.

## CONCLUSION

We can see that the students' vocabulary improved from the above description. The students' mean Funbrain game scores before and after treatment supported this. Based on the preceding findings, the Funbrain game significantly improved students' vocabulary.

The manner in which students grade data from pre- and post-tests. The paired-samples t-test was used by the researchers to analyze the data. The average scores for the pre- and post-tests were shown in the paired sample statistics output. The results of the pair-sample statistics showed that the average score before the test was 62.4 and the average score after the test was 83.84. The student's vocabulary has improved as a result of playing Funbrain games, it can be concluded.

This result is also consistent with what was found in several studies conducted in the context of teaching English to young learners. One of these was a study conducted by Pritiana and Syahrudin (2012) It focuses on using cartoons to teach vocabulary to young learners. Games have turned out to be one of the educational approaches that can be used to improve students' vocabulary. More importantly, applying these fun brain games to your English vocabulary lessons will enrich your students' vocabulary as well. Most importantly, this is a very good way to increase your vocabulary and acquire deeper meaning, making your lessons more effective and meaningful.

In another example consistent with what Anas (2014) found in his paper, he stated that the funbrain game technique was effective and applicable in teaching his Grade 7

vocabulary for SMP Negeri 18 Tangerang. I'm here. This can be demonstrated by the t-test result (6.03), which is 5% (1.99) higher than the t-table value. It can be concluded that using the Funbrain game method for vocabulary learning is more effective and applicable than traditional teaching methods. Therefore, the difference between these three studies and the study conducted by the study that focused on noun-related vocabulary is: The results of this study show that 7th grade students of SMP Muhammadiyah 6 Makassar in the 2022/2023 school year It was shown that the students' vocabulary improved and that the students scored better after applying the Funbrain game than before treatment.

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