

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

In this sub chapter, researcher presented the research finding to answer the research question in the first chapter. The researcher presented the data which had been collected from the observation and the interview with the students of Interact English English Course Banjarmasin.

1. The Process of Joyful Learning as Alternative Learning Models at Interact English Course Banjarmasin.

To find out the process of joyful learning, the researcher using an observation, the observation conducted at English beginner classes at Interact English course Banjarmasin. The classes separated into two class which have two different teachers which being the subject of this research.

Every data which the researcher got from the observations in the classes learning activities will be described in this discussion, every teacher which being the subject will be mentioned by initials. The researcher will not use a real name to respect the teachers. From the result of the research the researcher found that the teachers using every skill such as reading, speaking, writing and listening while they are teaching.

The researcher conducted four observations, so the researcher presented the data from first meeting until four meeting. Beside observation the researcher also did interview with seventeen students and two teachers' of

Interact English Course Banjarmasin, so the researcher will present the data from the interview with seventeen students.

Here the description of four times observation:

a. First observation

The first observation was conducted by the researcher on Friday, November 1<sup>st</sup>, 2019, which held by the teacher A on 4 pm until 5 pm at the A Class. First the researcher entered into room 1 with the observation sheet. The teacher checks the presence of students in the class, then continues by giving questions to the student about what lessons are learned today, and before starting the learning the teacher does ice breaking to make the atmosphere relaxed and interesting.

Ice breaking used by the teacher is by playing to test the speed and alertness by counting the numbers one, two and three. All students sit in a circle. The way to play is the teacher mentions the numbers one, two and three first by telling stories. With instructions one: clap 3 times, two: clap twice and three: clap once. Furthermore, the teacher mentions numbers randomly and in succession, all students must applaud, otherwise there will be a severe punishment

After the atmosphere has begun to relax the teacher begins to explain the material learned today about Past Tense, the skill used is writing's, the teacher tells students to write sentences in the form of past

tense, when students answer students write on their respective papers. When students finish working on the teacher asks students to read the sentences they have made.

When the teacher teaches students, the teacher creates a relaxed atmosphere while in the room as students are given freedom while studying, both teachers and students feel a pleasant atmosphere when in the room. Children really like the condition of a bright room with attractive decorations. Each student gets their own space for expression. Tables and chairs are made of lightweight materials that are easy to move and adjust to your needs.

When giving material, the teacher always carries examples of media related to the material, the media is a small colored paper printed on small pieces that have been written with adjectives, for example; beautiful, handsome, etc. to increase student understanding. In learning the teacher also uses speaking skills about past tense material, the teacher asks some students to name any words in the past tense form alternately, while being corrected by the teacher's pronunciation of students who are wrong when mentioning the form of the word. In the material the teacher also explains that there are two sentence structures, namely nominal and verbal.

So, to find out the extent to which students understand the material the teacher gives students the work done in groups, the task is

to make a nominal sentence structure from the vocabulary provided by the teacher, then the sheet is exchanged to be corrected together.

When correcting, the students told by the teacher to move forward writing their answers on the board, if there are different answers, the teacher tells other students to answer the correct answer, and in each lesson the teacher always then the teacher gives the final grade done by students. Finally, the teacher closes learning in class, the joyful learning process which the teacher did in the class was giving game as an ice breaking to begin the class which can make the class enjoyable and make the atmosphere relaxing then continued to explain by using colored print paper as a media.

b. Second observation

The second observation was conducted by the researcher on Saturday, November 2<sup>nd</sup>, 2019, which was taught by teacher A at 2:00 until 4:00 pm in room 2. The researcher entered the classroom and observed the teacher in the learning process in the classroom, during the learning process of all students in the class very excited when the teacher started the learning, the teacher A asked students if they still remembered the previous learning that was explained yesterday and the students answered that they still remembered about the narrative text they were learning.

Teacher A continues today's learning about narrative text, the teacher explains narrative text is one of the most frequently emerging lessons in the world of English education in Indonesia. Therefore, we are at least able to understand the example of narrative text very well so that later when reading English stories, we are immediately able to digest the story. When the explanation of the lesson is finished and the student understands what is meant by the teacher's explanation, the teacher gives the assignment that is in the manual and the skill used is writing.

After students finish working on the assignment with the discussion method when answering questions, and the teacher looks like the students are not excited, the teacher does not long think to make the learning atmosphere interesting because students are very happy to learn when dealing with the game. The game used is five doors, the way to play with participants starts counting from one to five but on the count of five participants say "door", meaning the number five is replaced by the word "door" and so on. The game starts very interestingly and the teacher may point students randomly to improve student concentration, and students must answer quickly if one gets the assignment to answer the questions given by the teacher.

Furthermore, when the learning process carried out by the teacher is added with audio containing storytelling to listen to the

material while listening, all students pay attention and listen to what is conveyed by the audio. After the audio is finished the teacher gives questions to students about what was mentioned during the learning earlier.

During the learning process the teacher used individual methods when discussing student answers. There is one thing that is not applied by the teacher which is about giving motivation to students when the lesson takes place in the class that is not done by the teacher. The joyful learning process was giving games as an ice breaking in the middle of learning for making the students not being bored and making the atmosphere being relaxing so the lesson will be fun and enjoyable.

c. Third observation

The third observation was conducted by the researcher on Thursday, November 07<sup>th</sup>, 2019, at class 3:00 until 5:00 pm in room 1. The class teacher who teaches is Teacher B. At that time the teacher teaches material about giving instruction and response, prohibition and giving permission. The class begins with brainstorming by the teacher by giving simple instructions in English about things that can be done before the lesson starts like, clean the board, and close the door, etc.

When the learning process the teacher uses speaking skills, because students are encouraged to invite their interlocutors. For

example, in the sentence verbal instruction: Brush your teeth before going to bed and after having eating. After the teacher had explained the material, students were divided into two groups to make a dialogue using giving instruction. Example of the dialogue:

Teacher: “good afternoon, class.”

Students: “good afternoon, Ms.”

Teacher: “Hi, class, Attention please. I will call your name. First, muhamad?”

Students: “present.”

Teacher: “linda?”

Students: “present.”

Teacher:” okay, class. Now we are going to study about procedure text. Please open your text book in page 57. Is there any homework?”

Students: “yes, Ms.”

Teacher: “what page is your homework?”

Students: “page 45, Ms.”

Teacher: “hey, look! Let’s discuss your homework first.”

With the response of students who are enthusiastic in learning, while learning the teacher always helps the learning process by using ice breaking.

The ice breaking used by the teacher is greetings and greetings, the teacher gives instructions to students, if I say hello you answer hi and if you say hi they say hello. The word hello or hi can be double, for example:

Teacher: hello, hello, hi

Student: hi, hi, hello

Game this only requires sound and concentration, if the participant answers incorrectly, he can move forward to entertain other students. The purpose of this game can focus students on student learning processes. Make classes that were noisy become calm. With enthusiasm students in the learning process the teacher gives examples of pictures of things that should not be done such as no smoking, etc. Classes also get more enthusiastic when playing in groups to give and carry out instructions given to other groups. Students also look very happy and motivated by the learning process that is carried out. The joyful learning process in this meeting was giving brainstorming in the beginning of the lesson then continue the lesson then also giving ice breaking in the middle of the lesson to get an attention from the students and improving the student concentration.

d. Fourth observation



The Fourth observation was conducted by the researcher on Friday, November 08<sup>th</sup>, 2019 at 4:00 until 5:00 pm in room 2. Teacher B presents material about hobbies. The teacher also asked about the hobbies of each student, the students' responses when answering the teacher's question they were very enthusiastic about mentioning each of their hobbies.

The teacher explains the meaning of hobby means hobby is an activity carried out by someone in filling spare time and causing feelings of pleasure. As for some examples of hobbies such as reading, writing, swimming, singing, cooking, etc. After the teacher finishes the teacher gives students assignments with individual methods, each student must make examples of sentences that suit their respective hobbies. Example sentences such as "my hobby is reading" and the teacher uses speaking skills.

In the learning process the teacher begins to insert picture media that contains hobbies, students are asked to ask students' hobbies one by one written on paper, here the teacher uses writing skills. A pleasant classroom atmosphere for students has begun to build so students begin to dare to interact and collaborate with other students or communicate in simple English. Students also seemed to be more enthusiastic in

following the lesson by being bolder in answering questions and even daring to ask questions in English.

The teacher has also begun to vary in managing the class, at the time of brainstorming, the delivery of material with different techniques and using simple media that comes from objects or things that are around him. Before learning is finished the teacher does ice breaking at the end of class time with games in the morning, afternoon and evening. The teacher explains how to play by mentioning the morning, afternoon and evening.

Morning: clap 3 times, afternoon: clap 2 times and night: clap once. The teacher is free to mention time randomly and quickly, enthusiastic students in playing very fun. The benefits of ice breaking are to eliminate boredom, make students more concentrated, stimulate the speed of hearing and hands and provide a cool and exciting atmosphere so that it can motivate students to learn so that they are not bored. The joyful learning process in this meeting was asking the students attention by asking them about today material then using pictures as a media and giving game as an ice breaking in the middle of the lesson.

From all the observation and the process the role of the teacher in the joyful learning process was as an organizer which manage the entire classroom in the learning process and the controller which tell

and manage what the students have to do in the classroom and the tutor which giving guidance to the students about their exercises.

## 2. Students' Respons about Joyful Learning as Alternative Learning Models at Interact English Course Banjarmasin.

To describe the students' respons about joyful learning as alternative learning models at Interact English Course Banjarmasin, the researcher used the interview technique, the researcher asked the students about what they are think about joyful learning and do they like learning the lesson with joyful learning. All of the students said that they like while the teacher teaches with fun and they are enjoying the lesson, they don't really know the meaning of joyful learning so they don't have an enough comment about joyful learning, the researcher just can conclude that the students are loves learning with joyful learning.

Based on the interview in room 1 there were 7 students 4 girls and 3 men present in the class, why were there only 7 because the class was limited to only 10 students in each class. From the results of interviews conducted by the researchers towards students' responses about Teacher A during fun learning about what do you think about joyful learning?.

From the response of the seven students, all students liked learning to be fun because they said that in every learning there was a game that made students become more excited and enthusiastic in learning, and in the learning process did not make students bored. Every child in the interview they were very happy when learning in class and also with the media such as audio, DVD, etc., and every learning there was always a game so that they understood what the teacher explained.

Based on the responses of students in room 2 the researchers saw the responses of 7 students 3 women and 4 men from the results of the interviews all students felt that learning was fun learning that made relax, the teacher when teaching so that in this class more active in learning fun because the teacher B every learning there is always a game so that the classroom atmosphere becomes more cheerful.

### 3. Teachers' Problem When Teaching using Joyful Learning at Interact English Course Banjarmasin.

The researcher used interviews to describe the teachers' problem, interviews were given into two teachers which teach two different class, the first interview was given to teacher A, from the interview, and the problems which the teacher A got when teaching with joyful learning are:

- a. Choosing suitable Medias for the students and materials.

Finding the Medias is hard because not every media is suitable for the students and the Medias, she said that the teacher should be

smart in finding the Medias, the teacher has to choose wisely which Medias can be suitable for the material and the students.

- b. Choosing suitable games or the ice breaking which suitable for the students and the materials.

The teacher said that choosing the games or the ice breaking is also hard because we have to use a games or an ice breaking which can be related to the materials and can be accepted by the students, if we choose a games which do not related to the material it will be waste and it may be able to make the students forget the materials which we teach in the class and we also have to use a games which can be accepted by the students to make them happy, if we fail to get the suitable games, the students may not being happy with the games and we will fail to make it as an ice breaking.

The second interview was given to teacher B, from the interview, the problems which the teacher faced in teaching using joyful learning are:

- a. Preparing or choosing Medias, and games which suitable for the materials and the students.
- b. Managing the classroom,

The teacher said that managing the classroom is really hard because not all the students are able to follow the class, some of them may talking to their friend, some of them may be sleepy, and many other thing, he also said that our job as a teacher is to makes the students follow the lesson from the

beginning until the end to make sure that the students understand the materials which we were given to them.

## **B. Discussion**

This section presents the discussion of the research findings. As what the researcher had mentioned on the first chapter, there are three research question that should be answered in this study. The aims of this study are to find out how the process of joyful learning as alternative learning models at Interact English Course Banjarmasin, to describe the students' respons and Teachers' problem about implementing joyful learning as alternative learning models at Interact English Course Banjarmasin.

### **1. Process of Joyful Learning at Interact English Course Banjarmasin**

The process of joyful learning at interact English course which the researcher has seen before while doing an observation is adequate to what Rose and Nocholl mentioned (in Asmani, 2011, pp. 84-85). The characteristics are:

- a. Creating a relaxing or unstressful environment.
- b. The material provided is relevant to the level of child development.
- c. Learning emotionally, such as humor and encouragement.
- d. Involves all the senses and the left brain (analytical) and right (social).
- e. Challenge students and express what is being learned.

Based on the four observations, the researcher found that the teachers used some joyful learning activities during the learning activities. The process can be seen from the observation sheet, the activities are:

- a. Making the classroom being relaxing by giving the students some motivation or jokes. The teacher gave the students motivations in the beginning of the lesson for making the class relaxing and usually talk some Joes while explaining
- b. Gives the students games as an ice breaking. In the middle of the lesson, the teacher gave them games for ice breaking before further explanation.
- c. Using some medias like DVD, a cut of papers and else. The teachers used varieties of Medias which used to send the materials to the students.
- d. Using variable methods. The teachers not only explain by talking to the students in the front of the class but also did a lot of activities like giving a test or quiz as a challenge for the students, tell them to move around the class for asking their friends.

From all the activities, the researcher concludes that the process of joyful learning at Interact English Course is qualified and appropriate to what Rose and Nocholl had mentioned.

## 2. Students Responses about Joyful Learning

Based on the interview which the researcher had done at interact English course Banjarmasin, all the students give positive responses to the joyful learning which the teacher did, so that the researcher conclude that the students enjoy learning with joyful learning, the teachers are able to make them happy with the study and that means the teachers have successfully making the learning become joyful learning.

To make the class being joyful learning class, a good relation between students and teachers is needed, According to Mulyasa (2006, pp. 191-194), “Joyful Learning or fun learning is learning that involves good relations between students and educators without any coercion or pressure in the learning process”, that means if the students being happy with the learning activities and the teacher, the class are able to be said as joyful learning class.

### 3. Teachers Problems in Teaching using Joyful Learning

From the finding above, the Researcher have interviewed two teachers from Interact English course and got some problem in teaching with joyful learning such as:

- a. Finding the Medias which suitable for the students and the materials, finding Medias which have mentioned before is really hard because every student is different in what they like, learning behavior, and many more things. As a teacher, it is must to find out the suitable Medias and games to make the class being joyful.



- b. Finding the games which suitable for the materials and the students, finding a games is as hard as finding the medias, as a teacher we have to relate the games with the materials and also have to make it suitable to the students like, if the students don't like the games, the games will not being a fun thing, so the teacher have to find a suitable games.
- c. Managing the classroom, the teacher have to manage the classroom smartly and creatively and they have to be carefully on managing it to make the students not getting forced and getting any pressure, according to Mulyasa (2006, pp. 191-194), "Joyful Learning or fun learning is learning that involves good relations between students and educators without any coercion or pressure in the learning process", that means the relation between the teachers and the students is really important, if the relation between them getting bad, the class learning will not being a joyful one and if the relation between them are good, the class can be accepted as joyful learning class.