

CHAPTER I

INTRODUCTION

A. Background of Study

Learning a language is not an easy process; that takes a short time. It takes a long time for learners to master the target language. However, students may not speak English well even after studying for an extended period (Ratmaningsih, 2017). Many factors can affect the success of learning English. The factors can be divided into two types: internal and external factors (Kompri, 2019). Internal factors include intellect (intelligence), motivation, self-confidence, talent, interests, Etc. External factors can be in educational strategies teachers use in the social environment, culture, peers, curriculum, teachers, learning support, and learning process (Ratmaningsih, 2017).

Language learning strategies play an important role in the learning process. There is a strong comparison of strategy learning used between successful and unsuccessful learners. Teachers and students should be equally empowered in teaching and learning (Sartika, 2019). It is, therefore, interesting to know what strategies successful and unsuccessful learners use to inform teachers about learning English to help students learn. The learning strategy does not improve students' English proficiency but makes them bored and lazy while learning English (An-nisa & Suwartono, 2020)

Learning that focuses on listening to teacher explanations, taking notes, and memorizing material tends to cause students' boredom, reducing learning

motivation. Therefore, teachers should use various engaging teaching strategies to enjoy learning more, motivating learners to learn (Lahadisi, 2014). This process is consistent with one of the principles of Islamic education set forth by Abuddin Nata (2016), “A fun and encouraging learning principle. "Fun learning principles are learning principles related to social service, i.e., providing services that meet human needs and provide solutions to permanently satisfying, enlightening, encouraging, and engaging problems. Following this principle, everyone will receive a willingness to learn, great enthusiasm and interest, a willingness to complete the tasks given by the teacher, the comfort of home for a few hours in the classroom, and love and care for the teacher (Nata, 2016). This principle corresponds to the Holy Qur'an in Al-Fatir(35), verse 24:

إِنَّا أَرْسَلْنَاكَ بِالْحَقِّ بَشِيرًا وَنَذِيرًا وَإِنْ مِنْ أُمَّةٍ إِلَّا خَلَا فِيهَا نَذِيرٌ

This fun educational principle does not mean that all learners can do anything they want, including evil things. The principles of fun learning include assertiveness, warnings, and even sanctions, but all are done wisely and respectfully. Therefore, every learner who receives a rebuke, notice, Etc. It will ensure that the person does not hate the teacher, hold a grudge, or lose interest and enthusiasm for Learning (Nata, 2016). This principle is also in line with the words of the Prophet Muhammad as follows:

حَدَّثَنَا آدَمُ، حَدَّثَنَا شُعْبَةُ، عَنْ أَبِي التَّيَّاحِ، قَالَ سَمِعْتُ أَنَسَ بْنَ
 مَالِكٍ - رَضِيَ اللَّهُ عَنْهُ - قَالَ قَالَ النَّبِيُّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ "
 يَسِّرُوا وَلَا تُعَسِّرُوا، وَسَكِّنُوا وَلَا تُنْفِرُوا "

One of the most popular Islamic boarding schools in Hulu Sungai Tengah Regency is Darul Istiqamah which founded by K.H Hasan Basuni BA. He was a graduate of the Gontor Islamic Boarding School. The education system at Darul Istiqamah applies the term 'Modern Islamic Boarding School,' which is integrated with a balance between general and religious education. Skilled in Arabic and English is one of the visions at Darul Istiqamah, so the leaders of the college and all teachers design activities that encourage and assist students in developing foreign language skills (Arabic and English), one of which is the Special English Class Program.

The Special English Class Program or SEC is a program that encourages and assists students in developing English language skills. This program is formed in such a way as a fun English learning program using interesting methods, strategies, and media. Teachers usually also carry out learning indoors and outdoors so that the atmosphere is different and more fun so that students enjoy the learning process more. A fun learning strategy is a strategy that is used in almost every learning process in the SEC program because most of the students say that learning English is difficult because they think English is more difficult to pronounce, sometimes the writing and pronunciation are different, Etc. Therefore, all SEC teachers work together to design their curriculum and syllabus for this program. The teachers want to

convey that learning English is not difficult but fun. However, SEC teachers can only apply this to some students because of the large number of students in Darul Istiqamah boarding schools. So, the teachers first started good habits from the small community, namely the SEC, which was only attended by grade 4. Grade 4 was a student who had just graduated from junior high school at the Darul Istiqamah boarding school and then continued back to the senior high school at the Darul Istiqamah boarding school. This program is only followed by grade 4 as an appreciation from the college to those who have continued to return to the Darul Istiqamah Islamic Boarding School.

SEC program is carried out for 2 months and full time from morning till night. Outside the program lesson hours, the students still have to speak English in their daily lives under the supervision of the language department of the college and their room chairperson. This rule is done so that students can immediately practice what they get in the SEC program. Then, at the end of the program, the students must practice teaching English to junior high school students by giving what they have learned at the SEC. This situation allows them to share knowledge and trains them to appear more confident. Confidence in public speaking is the biggest goal of the SEC program because many people can speak English but are shy to speak, especially in front of large crowds. The SEC program, of course, can help participants in increasing self-confidence. This positive is evident when SEC participants' lodge activities are more active and more confident in speaking English in front of their friends, for example, during language improvement activities, speeches, debates, Etc. Teachers want

students to master all skills, but because the program time is short, which is only 2 months, the teachers have not been able to optimally handle them to be able to master all these skills. So, teachers teach all skills, but teachers focus more on speaking skills because they want students to have high confidence in speaking English in public.

In line with the above case, Darul Istiqamah Islamic Boarding School has implemented a unique impact program called Special English Classes to encourage and support students in developing English skills. In addition, this program applies a language learning strategy that is fun and certainly not boring. The researcher realized that fun learning strategies are mostly applied only at the kindergarten and elementary school levels. Whereas in this program, fun learning strategies are applied at the senior high school level. This strategy also seems to have a positive impact on students' ability to learn English. Therefore, the researcher is interested in doing research entitled:

“Fun Learning Strategies Implementation in the Special English Class Program”

B. Definition of Key Terms

1. Special English Class Program

Special English Class Program or SEC is implemented by Darul Istiqamah Islamic Boarding School of Girls for class 4 students. This program encourages and assists students in developing English language skills. All teachers of this program implemented of fun learning strategies

in the learning process. Then, special English class program only for class 4 students and they must join the program for 2 months.

2. Fun Learning Strategies

Fun Learning is a strategy used by the teacher of the Special English Class program teaching English at Darul Istiqamah Islamic Boarding School for Girls. A fun learning strategy is a learning system that stimulates students' interests, full involvement meaning, understanding, and creating happy values. Fun Learning aims to provide lessons that are as enjoyable as teachers of special English class programs carry out in the teaching and learning process.

3. Students' Perception

Students Impression is their perception of the Special English Class program regarding equity of opportunity, affection, emotion and performance. This perception was asked to the participants of the SEC program about the implementation of fun learning strategies.

C. Research Questions

1. How are fun learning strategies implemented in the Special English Class (SEC) program at Darul Istiqamah Islamic Boarding School for Girls?
2. What do the students of SEC think about the implementation of fun learning strategies in the learning process?

D. Objectives of Study

1. To describe the implementation of fun learning strategies in the Special English Class (SEC) program at Darul Istiqamah Islamic Boarding School for Girls.
2. To investigate perceptions of students SEC about the implementation of fun learning strategies in the learning process.

E. Significance of Study

This study expects to give contributions as follows:

1. Theoretical, the result of this study could support the theories about fun learning strategies and English class program.
2. Practically, the result of this study could give insight into Special English Class Program as a reference in the teaching and learning process in a fun way.
3. This study also enriches the literary source of UIN Antasari Banjarmasin
4. As a reference to the next researcher

F. Review of Previous Study

The first researchers were Rini Ekayati and Yuni Sri Rahayu. They conducted a study entitled "Building up students' motivation in learning english through fun english learning strategy (FELS)." This article discussed the effect and incensement of students' motivation through the Fun English Learning Strategy (FELS). The object of this research is 460 students. This research used random cluster sampling, and 66 students chose as the research sample. The

experimental quantitative and qualitative research designs apply to the research design. Based on this research's discussion, The Fun English Learning Strategy greatly impacts students' motivation to learn English. Data obtained from the experimental group's pre-and post-tests were superior to those of the control group. The t-tests also showed that the t-test 25.93 is higher than the t-table 2.00. The alternative hypothesis was accepted. Finally, these results suggest that the Fun English Learning Strategy may be used to improve students' motivation to learn English (Ekayati & Rahayu, 2019)

The second researchers are Nurul An-nisa and Tono Suwartono. They conducted a study entitled "Fun ways in learning english." This study focuses on several fun ways to learn English. This study is not based on empirical research data or relevant material selected from the literature. Based on the discussion in this article, now is the time to learn English. Learning English while having fun helps students learn English in a fun way. Also, you can avoid boredom during language learning. There are several ways to make learning English fun. For example, they were milling with foreigners, watching TV programs and videos on YouTube, listening to the radio, chatting/emailing/messaging, and playing e-games (An-nisa & Suwartono, 2020).

The third researcher is Faridah Bavi, who conducted a study entitled "The effect of using fun activities on learning vocabulary at the elementary level." This study is based on experimental methods, with 40 female students selected by non-random sampling by the Oxford Quick Placement Test at the

primary level from 60 female students at the Oxford Institute of English Language, Ahwaz City, Iran. It was carried out Based on the statistical calculations performed in this study. The study concluded that using fun activity techniques in teaching vocabulary is more effective than conventional methods at the elementary level. The results further demonstrate the learned vocabulary, which can be reinforced through playful movements, allowing students to absorb the language in a meaningful framework (Bavi, 2018).